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ABSTRACT

This sourcebook is presented as a reference document for community education trainers and practicners who wish to adopt new approaches for outreach and meaningful involvement in training experiences. It is designed to increase involvement and participation by people in matters that affect them as individuals, as families, and as a community. An exercise index in the first part of the document elucidates many of the sourcebook's themes. The index includes beliefs, community council, community involvement, community resources, components, concept building, coordinator, decisions, delivery systems, evaluation, frameworks, future, getting acquainted, historical perspectives, interagency relationships, logos, planning, problem solving, programming, resource sharing, roles, volunteerism, and work priorities. Then, after the introduction examines possible uses and abuses of the exercises, twenty-five sections are introduced. Sample titles of the first three sections are "What Is a Community Resource?," "Community Education Beliefs: Agree-Disagree," and "Community Education 'Roots'." Almost every section adopts the following format: goals, group size, time, materials, physical arrangement, the facilitative procedure, special notes/instructions, supplemental reading/resources, and trainer notes. At the end of the sourcebook, three appended materials present selected sources of community education information, reaction feedback form, and new exercise additions form. (CSS)

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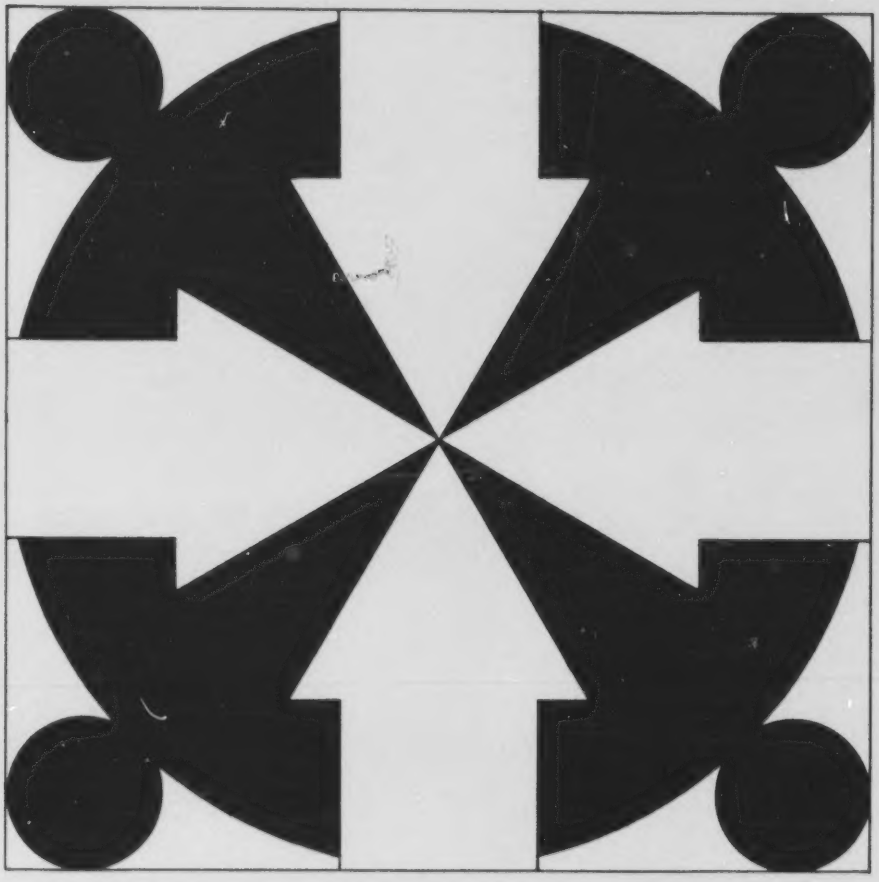

Interaction Exercises

by John W. Warden

Mid Atlantic Community Education Consortium
Publication

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TO THE EDUCATIONAL RESOURCES
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USERS OF THE ERIC SYSTEM

COMMUNITY EDUCATION INTERACTION EXERCISES

BY JOHN WARDEN

PUBLISHED BY

MID-ATLANTIC COMMUNITY EDUCATION CONSORTIUM
UNIVERSITY OF VIRGINIA
SCHOOL OF EDUCATION
CHARLOTTESVILLE, VIRGINIA 22903

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COMMUNITY EDUCATION INTERACTION EXERCISES

John W. Warden

Volume I

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Numbers refer to exercise numbers, not page numbers.

PREFACE

Over the past few years, the University of Virginia, Mid-Atlantic Center and other partners in the Mid-Atlantic Community Education Consortium have placed a high priority on the development and dissemination of instructional and promotional materials which address developmental and training needs in the field. One of the identified needs of the Community Education Movement is increasing the meaningful involvement and participation by people in all matters that affect them as individuals, as families and as a community. It has become the responsibility of Community Educators to share experiences, ideas, approaches, and techniques which facilitate and enhance the involvement process in community problem-solving and leadership development.

Several techniques are used to provide involvement experiences. Many Community Educators, both as trainers and as practitioners, have been involved in structured experiences which create an open atmosphere for experiencial learning. However, the number of experiences is usually small and interaction exercises are not used frequently or used to their full potential for assisting in the development of individual or group willingness to become involved and to participate.

Because of the lack of training and experience in the area of using interaction experiences to promote increased involvement, John W. Warden, 1976-77 Center Associate of the University of Virginia Mid-Atlantic Center, began collecting and developing interaction exercises for Community Educators. One result of the collection process was the compilation of a sourcebook to be used as a reference document for trainers and practitioners concerned with adapting new approaches for outreach and meaningful involvement in various training experiences.

John's community education experience includes coast-to-coast involvement. He has served on the staff of two regional Community Education Centers beginning at the University of Oregon, Northwest Community Education Center. He has served as a VISTA volunteer in Oregon and Teacher Corp Intern in Iowa. He has traveled extensively to experience learning opportunities in human relations, community development and community education. John is presently a private consultant in designing training events and conducting workshops. His current home is Anchorage, Alaska.

The sourcebook is a valuable addition to John's already extensive contribution to the literature in the field of community education and to the Mid-Atlantic Consortium's effort to develop instructional materials which address specific training needs. The consortium feels that this collection of Community Education Interaction Exercises will "draw forth" and expand your efforts to facilitate citizen involvement and participation in community life.

Larry E. Decker, Director
Mid-Atlantic Center for Community Education
School of Education
University of Virginia

INTRODUCTION: USES AND ABUSES

John W. Warden

Community Education at its best represents involvement and interaction. Such interaction is necessary to insure not only that individuals achieve personal growth, but also that a "sense of community" evolves. Community education helps return to education its original meaning—"to draw forth or bring out" the human growth potential in us all. This collection of material is designed to maximize human involvement around specific topical areas which are of interest to community educators. Through the use of this material, perhaps we, as community educators, can develop training opportunities which are consistent with our overall philosophical commitment to the engagement of others in the creation of community.

In giving consideration to the use of one or more of these exercises, it may be wise to return to the specific conditions of the local training design. Pfeiffer and Jones (1973) encourage all trainers to consider each of the following factors in arriving at the "design parameters": 1) the contract, 2) length and timing of the event, 3) location and physical facilities, 4) familiarity of participants with each other, 5) previous training experiences of participants, 6) availability of qualified staff, 7) number of participants, 8) access to materials and other aids, and 9) opportunity for follow-through. Only after the trainer has arrived at these major parameters can effective training exercises be developed and clearly specified. All such learning opportunities involve: 1) the development of *objectives,* 2) the specific *content,* and 3) the *structures* employed to focus learning. (Pfeiffer and Jones, 1976).

In considering the usefulness of these exercises the trainer may wish to ask himself or herself the following kinds of questions: 1) Is the exercise suited to the objective?, 2) Does it lend itself to knowledge, skill or attitude learning?, 3) Does it require a greater/lesser degree of background knowledge, skills or attitudes than participants presently possess?, 4) What specialized skills are required of the training staff and are they competent in them?, 5) Is the exercise comfortable for the trainer and participants?, 6) Is the exercise consistent with participant expectations?, 7) Does it maintain enough/too much control by the trainer?, and 8) Is the exercise slow or fast-paced? (Davis and McCallon, 1975).

This collection of materials can be either used or misused. The use or misuse rests upon the shoulders of you, the reader and training designer. Obviously, any one of these specific exercises can be selected from this collection and utilized almost instantly. To do so indicates a high risk of misuse and unfortunately contributes to the view of "instant" design. The exercises can quickly become gimmicks to fill time or to satisfy people's need to be involved. This type of utilization represents not only misuse of the material but also a deeper abuse of people's time and energy.

Proper use of these materials takes time: time to modify the exercise to accommodate local situations, time to rehearse and review specific instructions, time to pre-arrange rooms and obtain necessary support materials, and time to evaluate the exercises after they have been completed.

Skills are also needed: skills in stating goals which are highly explicit and specific for the training design; skills in anticipating human reactions to the exercises; skills in putting together a fluid, open and flexible training design; skills in collaborating with others; and skills in good basic human relations.

While these exercises are designed to gain high participant involvement, such involvement is by itself not enough. In many cases background and preparation for these activities requires a

base line of knowledge and experience. Trainers are encouraged to review the supplemental reading and resources and determine when information is deemed appropriate to share, both before and after the exercises. Knowledge and involvement need to be closely interwoven.

In the final analysis, three very important things emerge—the local training opportunity, this collection of exercises, and you. The manner in which you choose to blend these three ingredients is your decision. I simply ask that you do it wisely and with care and consideration for those people directly affected.

Reproduction and use of these specific exercises may be done without the need for copyright clearance. Indeed, I encourage you to do so. Please merely cite this collection as the original source. Permission to reproduce the entire text is not granted, but additional copies are available through the Mid-Atlantic Community Education Center in Virginia.

In conclusion, I would personally like to acknowledge the editorial suggestions contributed by Larry Decker, University of Virginia; Mike Kaplan, University of Virginia; Jack Minzey, Eastern Michigan University; Steve Parson, Virginia Polytechnic Institute; Joe Ringers, Arlington Public Schools; Jerry Thornton, Washington State Department; and Bill Pollard, Washington, D. C. Public Schools.

Now let's get on with the exercises. . . .

Davis, Larry and McCallon, Earl. *Planning, Conducting, and Evaluating Workshops,* Austin, Texas: Learning Concepts, 1975.

Pfeiffer, J. William and Jones, John E. "Design Considerations in Laboratory Education," *The 1973 Annual Handbook for Group Facilitators,* LaJolla, California: University Associates, 1973.

Pfeiffer, J. William and Jones, John E. "Introduction to the Structured Experiences Section," *The 1976 Annual Handbook for Group Facilitators,* LaJolla, California: University Associates, 1973.

1. WHAT IS A COMMUNITY RESOURCE?*

Goals

I. To provide an initial "warm up" exercise for people to meet each other.

II. To broaden participant perspectives regarding what can be considered community resources.

Group Size

Approximately 15-30 participants.

Time

15-20 minutes

Materials

I. Sufficient number of 3" x 5" index cards (one per person) with a different resource listed on each card.

II. Pins to fasten cards.

Physical Arrangements

I. The room needs to be cleared of any objects which might get in the way of people "milling around," getting to know each other, and completing this short work task.

The Facilitative Procedure

I. The facilitator introduces the exercise by explaining that the participants are about to play a short "game" in which they are each to guess the resource that has been written on the 3" x 5" card and pinned to their back (make sure people do not have an opportunity to see the cards). Each participant will have one such card pinned on his/her back. The object of the game is for each participant to determine the name of the resource listed on the card on his/her back.

II. The operating procedures are explained as follows:

1) Participants may not tell another participant the specific name pinned on his/her back.

2) Participants may "mill around" or walk about to ask questions of other participants.

3) Participants may ask only "yes or no" questions in trying to discover the resource name.

4) Participants may ask only three "yes-no" questions of any one person and then must move on to seek help from another person.

5) Participants keep circulating until each has guessed the resource listed on the 3" x 5" card on his/her back.

6) Participants who finish first should remain in the game to help others discover their resources.

7) The game will not begin until indicated by the facilitator.

---

*Developed by Dave Santellanes and John Warden.

III. The facilitator pins cards on several people and then asks for their assistance in pinning cards on all others.

IV. Once all people have cards on their backs, the facilitator demonstrates how the procedure is to work by giving an example of a yes-no type question (i. e., is my resource a person? yes-no; is that person associated with social services? yes-no). He/she re-reads the instructions if they are unclear at this time and then indicates that the participants may begin.

V. A short debriefing time can be added at the end of the exercise simply to note the breadth of resources uncovered. Did the exercise help expand participant knowledge of what can be considered a community resource?

Special Notes/Instructions

This exercise is designed as a "light" introductory exercise which gets people up out of their chairs and meeting each other at a contrived task. Most people find it fun but several may take the task rather seriously. See the list on the following page for some rather unusual as well as common resources you might like to utilize.

Supplemental Reading/Resources

Jones, Ron W. *Your City Has Been Kidnapped,* San Francisco, California: Zephyrus Education/Exchange, No. 3.

Wurman, Richard, editor. *Yellow Pages of Learning Resources,* Cambridge, Mass.: M.I.T. Press, 1972.

Trainer Notes:

A List of Possible Resources for Utilization in "What is a Community Resource"

—a sidewalk
—a telephone pole
—a prostitute
—a river
—a tree
—a teacher
—a bank
—a classroom
—a book
—a child
—a hotel
—an airport
—a cemetary
—a candy maker
—a carpenter
—a library
—a newspaper
—a fire hydrant
—a bowling alley
—a smile
—money
—a hospital
—a garbage collector
—a junk yard
—a greenhouse
—a taxi driver
—a mail carrier
—a telephone
—a neighbor
—a museum
—a tree stump
—a zoo
—a city planner
—an advisory council member
—a principal
—a television set
—a telephone directory
—a journalist
—a gas station
—an empty building
—a restaurant
—a pastor or clergyman
—yourself

2. COMMUNITY EDUCATION BELIEFS: AGREE - DISAGREE*

Goals

I. To develop an understanding of some of the beliefs associated with community education.

II. To provide participants with an opportunity to reflect upon those beliefs on a very personal level.

Group Size

Approximately ten to twenty participants, but the exercise can be varied to accommodate more people. Small groups are formed after initial reactions are completed by individual participants to compare answers and to further discuss reactions.

Time

20-30 minutes

Materials

I. A list of the community education belief statements for each participant (see page #13).

II. Pencil or pen to react to the statements.

Physical Arrangements

Participants need desks or tables to complete the belief statement forms and then to form groups of two to four persons. Chairs should be movable.

The Facilitative Procedure

I. The facilitator explains the goals of the exercise and distributes the "Community Education Belief Statements" to each participant.

II. Participants should be given ten minutes to read all the statements and to respond in either the "agree" or "disagree" column. Participants may reword any part of each statement to resemble more closely their agree or disagree response. This should be completed on an individual basis.

III. Participants are then grouped with other participants to compare answers and to determine if group consensus can be reached with regard to each of the statements. Groups can be as small as two people but groups of three to four people allow more interaction and generate more discussion. (15 minutes)

IV. Large group open discussion can follow upon completion of the small group work. The facilitator may wish to see if participants can suggest additional statements about community education which are not on the existing list. (5-15 minutes)

---

*Developed by John Warden.

Variations

I. Rather than supply any list of statements, participants can be asked to generate a list of their own belief statements about community education. These lists can then be shared in a small group with other participants and each group can evolve its own list of belief statements which can be posted on walls for all to see. Such statements can also serve as basic principles upon which a local program can be conceptualized. Thus, a very personal list of belief statements about community education can become a part of a larger statement of beliefs developed for local use. (See attached sample list.)

II. Index cards (3" x 5") are distributed to all participants (five cards for each person). Participants are asked to write five separate belief statements which they associate with community education (one statement per card). All cards are then collected and mixed together in a hat box or other container. Cards are drawn from the container and read aloud. Participants alternate drawing cards and reading statements. Others may comment on whether they agree or disagree with the statements. No names are written on the cards. Length of this exercise will depend upon number of people in attendance; it is recommended only for groups of ten or fewer people. Larger groups should be clustered into sub-groups to keep the exercise from extending too long. Part of the fun of this exercise also is trying to discover who wrote each statement.

Special Notes/Instructions

This is a good exercise with people who have little awareness of community education. It allows interaction but is also educational in nature. Since most of the statements are positive, people will tend to agree with the list. The facilitator may wish to generate further interaction by deliberately adding statements which do not reflect community education beliefs. The list can be modified to meet your specific purpose.

Supplemental Reading/Resources

"Community Education: A Statement of Beliefs," Gainesville, Florida: Center for Community Education, 1967.

Decker, Larry E. *People Helping People,* Midland, Michigan: Pendell Publishing Company, 1975.

Kerensky, V. M. & Melby, Ernest O. *Education II—Revisited,* Midland, Michigan: Pendell Publishing Company, 1975.

Warden, John W. "What Others Say About. . . Community Schools," Charlottesville, Virginia: Mid-Atlantic Center for Community Education, 1977.

Trainer Notes:

Community Education Belief Statements*

Listed below is a variety of statements about community education. Please indicate in the left hand column whether you agree or disagree with each of these statements. You will then be asked to join a small group to compare answers and to arrive at a group consensus. Please feel free to reword any of the statements to reflect your position if the need arises. You might also wish to add two or three statements about community education at the bottom of the page.

AGREE	DISAGREE	
( )	( )	1. That education is a life-long process.
( )	( )	2. That schools must work with other educative forces (home, peers, community) to provide the best possible educational experiences.
( )	( )	3. That education encompasses the entire community and all its people.
( )	( )	4. That the school exists to improve the community of which it is a part.
( )	( )	5. That it is proper for the school to take the lead in building community solidarity and community approaches to the solution of problems.
( )	( )	6. That it is appropriate for the school to become the center of service for helping people fulfill their basic needs and wants.
( )	( )	7. That many of the barriers to social progress can be removed when school and community join hands for a united approach.
( )	( )	8. That parents and other community residents should be utilized as resources for curriculum fulfillment.
( )	( )	9. That the curriculum of the school encompasses all programs and activities from early morning until late evening, on week-ends, and during the summer.
( )	( )	10. That a comprehensive communication program should, and can, be developed that will reach every individual in the community.
( )	( )	11. That public support must be developed and mobilized.
( )	( )	12. That we need a concept of administration that sees all of the community as a resource.
( )	( )	13. That education must be creative, dynamic and community-centered.
( )	( )	14. That an essential goal of education is to make it possible for human beings to change.
( )	( )	15. That educational administration must rise above managerial concepts to new dimensions of leadership.
( )	( )	16. That teamwork is achieved when the opinions of individuals are valued.
( )	( )	17. That the function of administration is to liberate rather than restrict the personalities of all involved in education.
( )	( )	18. That a leader with a great faith can almost always rally others to his/her cause.
( )	( )	Other _____
( )	( )	Other _____

*Adapted from Fred Totten material, *The Power of Community Education* (Midland, Michigan: Pendell Publishing Company, 1970).

Community Education Assumptions and Beliefs*

A Sample List

1. People want to learn.
2. People want to share.
3. Learning is an on-going process.
4. Needs can be realized.
5. People can work together.
6. All public facilities should be used to the fullest.
7. It's good that people are involved in making decisions that effect their lives.
8. There are resources within a community to solve problems.
9. Learning is a life-long process.
10. Self-interest is subordinate to the common good.
11. Cooperation is essential to success.
12. There is a need for cooperation.
13. Community education serves as a catalyst.
14. People like to learn and do new things.
15. Community involvement is necessary.
16. Schools should supplement the overall community education K-12 program.
17. Community education should encourage cultural enrichment.
18. Community education should provide for positive change in the community.
19. Community education should encourage agencies to contribute more to the community.
20. Community education should provide motivation for community involvement.
21. Utilization of existing community talent is of utmost importance.
22. Community education is the responsibility of everyone.
23. A needs survey is necessary for program planning.
24. Coordination and cooperation among agencies is a must.
25. Evaluation is an important component of community education programs.

---

*List of beliefs developed by participants in community education workshops in Nome, Alaska.

3. COMMUNITY EDUCATION "ROOTS"*

Goals

I. To develop an historical perspective of community education.

II. To illustrate the variety of philosophies, action approaches, and fields of thought which has, in the past, influenced the development of community education and will continue to do so today.

III. To widen participant understanding of the factors which have contributed to community education development.

Group Size

Ten or more participants with members subdivided into groups of two- or three-person small work groups.

Time

Approximately 45 minutes to an hour.

Materials

I. Large sheets of newsprint or butcher paper.

II. Magic markers or crayons (at least one per group).

III. Masking tape or some other type of adhesive to display finished products.

Physical Arrangements

I. Dyads or triads are seated far enough from each other to permit small group discussion and task accomplishment.

II. Small tables or a comfortable floor is used so that the paper can be spread out flat and be seen by each participant in the group.

The Facilitative Procedure

I. The facilitator explains that community education is not completely a new philosphy and that indeed, its "roots" can be found in a variety of different fields, action approaches, and philosophies. No one group or organization can lay claim to the development of community education. Rather, many have contributed in very significant ways. Several examples can be given (such as adult education, community action efforts, early progressive education movement, etc.)

II. Explanation of the goals of the exercise as outlined above is then offered. Discussion of the specific tasks may be done at this time or after groups have been formed.

III. If participants have not already divided into dyads or triads, they should do so now.

IV. Magic markers and one large sheet of butcher paper are distributed to each of the small small groups with an explanation that this material will be utilized in connection with the "roots" exercise.

---

*Developed by John Warden.

V. The task of each group is explained as being two-fold:

1. To decide upon a graphic idea which somehow depicts the idea of "roots" (tree with roots, a carrot or anything else from "Mother Nature").
2. To uncover many different philosophies, action approaches, or previous events that have contributed to the development of community education and write these ideas in the thematic graphic already agreed upon. Generate as many ideas as possible given the time constraints. All ideas are written on the paper.
3. The end result should be a graphic picture (see example) depicting a variety of different roots which have contributed to community education and can be shared with the entire participant population. Each group will be given approximately 25-30 minutes to accomplish this task.

VI. The facilitator walks around the room to see that groups understand clearly the task at hand and that they accomplish both parts of the task outlined above. When groups near completion of their tasks, they should be called back together for sharing of their graphics.

VII. Depending upon the number of groups, a brief time is permitted for a representative from each group to explain his/her graphic. If there are too many groups or too short a time period, the facilitator may choose to display the graphics on the wall by utilizing the masking tape. Each participant can then walk around the room and view how others accomplished the task.

VIII. The facilitator may wish to note further the similarities and differences that emerged from the graphics in a short debriefing session. Any of the supplemental readings or resources listed below can be distributed or noted. The entire exercise can be fun and at the same time uncover historical roots that no textbook or writer could possibly identify alone.

Variations

I. Larger groups of participants may be needed for larger numbers of people. Do not organize groups of more than six to eight people because the chances of individual participation lessen as group size increases.

II. Thinking up a "roots" analogy can be omitted. The words "community education philosophy" can be placed in the center of the paper and participants can be asked simply to add words in the margins. Circles can be utilized to depict different ideas with regard to the roots of community education (see example).

Special Notes/Instructions

This exercise is meant to be educational as well as fun. This means that the trainer must reflect some of the fun and excitement in the introduction and throughout the entire process. People should be encouraged to come up with wild and fun graphic ideas. The exercise also requires some understanding of what community education is all about in terms of basic philosophical principles. The facilitator might wish to undertake first an exercise designed to uncover those principles or to develop some base line understanding.

Supplemental Reading/Resources

Decker, Larry E. *Foundations of Community Education,* Midland, Michigan: Pendell Publishing Company, 1972.

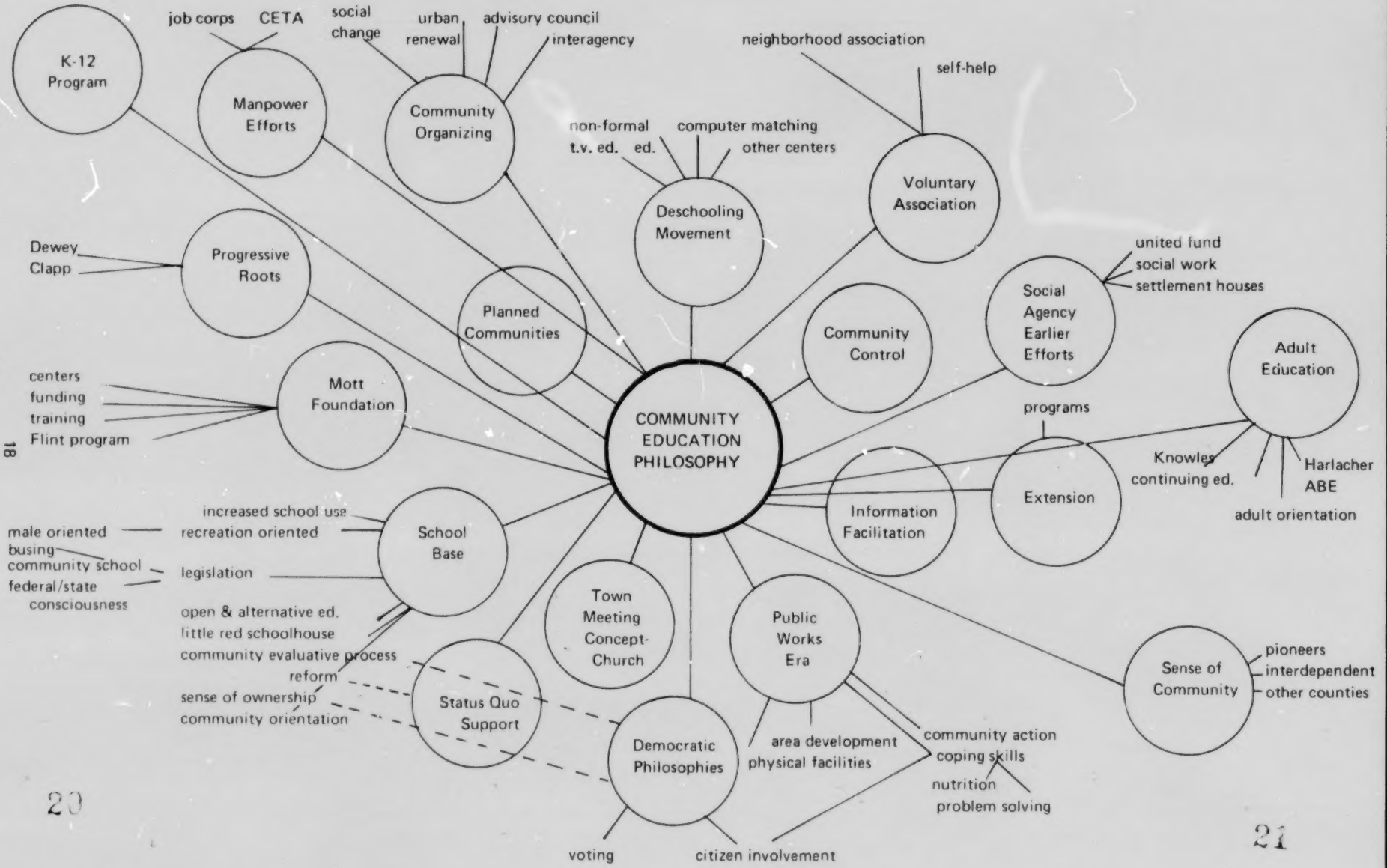
Dowdy, Homer E. "The Past, Present and Future of Community Education," *Community Education Journal,* July/August, 1973.

Kaplan, Michael and Warden, John. *Community Education Perspectives,* Midland, Michigan: Pendell Publishing Company, 1978 (especially Section I).

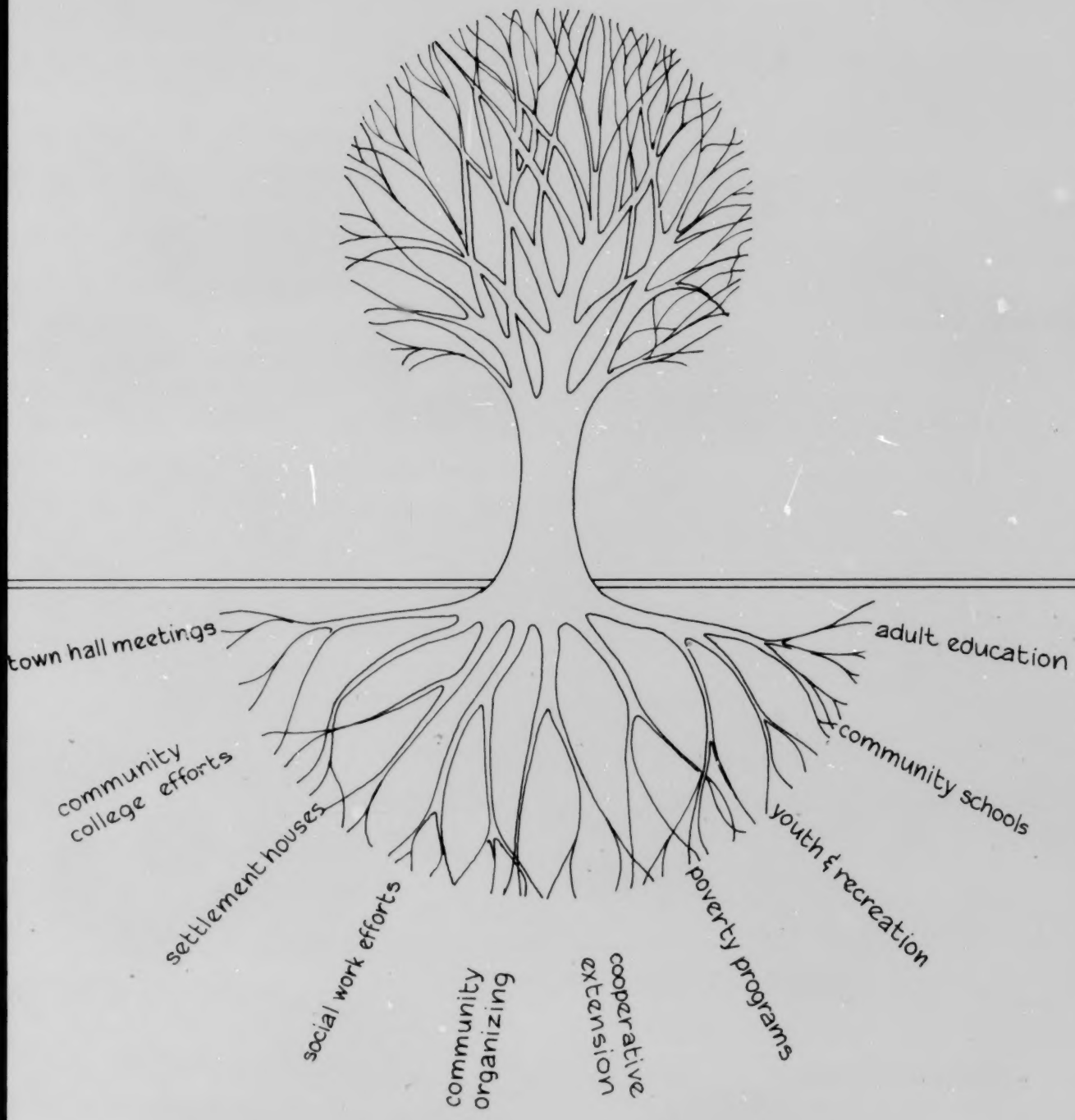
Seay, Maurice, and Associates. *Community Education: A Developing Philosophy,* Midland, Michigan: Pendell Publishing Company, 1974.

"To Touch A Child" Historical film of the development of community schools in Flint, Michigan produced for the C. S. Mott Foundation and available from most regional and cooperating community education centers around the country.

Trainer Notes:


COMMUNITY EDUCATION PHILOSOPHY
K-12 Program
job corps
CETA
Manpower Efforts
social change
urban renewal
advisory council
interagency
Community Organizing
non-formal ed.
t.v. ed.
computer matching
other centers
Deschooling Movement
neighborhood association
self-help
Voluntary Association
Dewey
Clapp
Progressive Roots
Planned Communities
Community Control
united fund
social work
settlement houses
Social Agency Earlier Efforts
Adult Education
centers
funding
training
Flint program
Mott Foundation
programs
Knowles
continuing ed.
Harlacher ABE
adult orientation
Extension
Information Facilitation
increased school use
male oriented
recreation oriented
busing
community school
federal/state
consciousness
legislation
School Base
open & alternative ed.
little red schoolhouse
community evaluative process
reform
sense of ownership
community orientation
Status Quo Support
Town Meeting Concept-Church
Public Works Era
Sense of Community
pioneers
interdependent
other counties
Democratic Philosophies
area development
physical facilities
community action
coping skills
nutrition
problem solving
voting
citizen involvement

The Community Education Foundation Tree



Foundation Roots

4. WHAT IS COMMUNITY EDUCATION?
A LETTER AND WORD EXERCISE*

Goals

I. To share some rather quick initial perspectives on the meaning of community education among participants.

II. To develop some participant base line information about community education which can be shared among the participants.

Group Size

Small groups of from four to six people are preferred; no limit on the number of small groups.

Time

Approximately 30 minutes.

Materials

I. Large sheets of newsprint or butcher paper.

II. Magic markers or crayons (at least one per group).

III. Masking tape or adhesive tape to display finished products.

Physical Arrangements

I. Small groups are seated around tables so that the paper can be spread out flat and seen by all participants.

II. Tables are spaced far enough from each other to permit small group discussion and task accomplishment.

The Facilitative Procedure

I. The facilitator explains that this exercise is somewhat like a game. The task of each small group is to come up with a relevant word beginning with each of the letters contained in the word, "c o m m u n i t y e d u c a t i o n."

II. Participants are instructed to list the column of letters on the left hand side of the butcher paper (see sample on next page).

III. Each group must now come up with at least one word for each of the letters in "community education." These words must in some way relate to participant understanding of community education. Groups should be prepared to explain their answers before the larger group if asked to do so.

IV. The facilitator may wish to start the exercise by giving an example of words which begin with the letter "c" that could be associated with community education (i. e., community, council, communicating, change). Although several letters are repeated ("M," "C," "D," and "N"), groups may not use the same word more than once.

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*Developed by John Warden

V. After 15 minutes the facilitator calls the groups together to share task accomplishments. Special attention is paid to words which are repeatedly emphasized by several groups. The facilitator mentions how these key words are, indeed, a part of community education. He/she leaves materials posted on the wall for possible later reference if this exercise is done in connection with a longer training session or workshop.

C_____
O_____
M_____
M_____
U_____
N_____
I_____
T_____
Y_____

E_____
D_____
U_____
C_____
A_____
T_____
I_____
O_____
N_____

Special Notes/Instructions

This is a rather simple and easy task that any group can accomplish with very little previous knowledge of community education. It is a good early "warm up" exercise for groups.

Supplemental Reading/Resources

Kaplan, Michael and Warden, John. *Community Education Perspectives,* Midland, Michigan: Pendell Publishing Company, 1978.

"A Sense of Community," Film on the evolvement of community education produced for the C. S. Mott Foundation and available from most regional and cooperating community education centers around the country.

Trainer Notes:

Community Education Lettering Exercise
Example Answers*

These three lists each spell out community education with the first letters:

Cooperation	Cultural activities	Communications
Organization	Opportunities	Organization
Management	Methods study	Money
Mutual support	Mental health	Management
United efforts	Unity	Unity
Necessary knowledge	Natural ability	Needs
Improvement	Imagination	Interests
Teamwork	Time involved	Together
Youth activities	Youth programs	Youth
Effectiveness	Equal opportunity	Enrichment
Diversification	Depth of understanding	Development
Universal	Understudy	Utilization
Commitment	Communication	Cooperation
Adult activities	Attending community projects	Action
Togetherness	Tolerance	Teaching
Involvement	Impact study	Involvement
Opportunities	Offering ideas	Objectives
Needs	Neighbors involvement	Neighbors

*Participants' answers from Haines, Alaska workshop.

5. COMMUNITY SCHOOLHOUSE GRAFFITI*

Goals

I. To discover participant expectations, needs and resources for a particular workshop or training session.

II. To develop a planning and resource list from which later training exercises can be designed.

Group Size

Any group of eight or more people.

Time

Approximately 20 minutes.

Materials

I. One very long piece of butcher paper (6' or more, depending upon size of group) or several sheets of newsprint which can be taped together.

II. Felt tip pens or pencils.

III. A graphic community schoolhouse drawn on the paper in the middle as the paper is laid horizontally (see example).

IV. Sufficient masking tape to hold up the long butcher paper.

Physical Arrangements

I. Before participants have arrived for the workshop or training session, tape the long (6' or more) butcher paper to a flat wall which has a hard backing and can be written upon. In the middle of the paper should be a graphic profile of a schoolhouse building with door steps on both sides. Use various colored magic markers to design the schoolhouse or have the graphic already completed by a friend or associate. Make sure the paper is securely taped to the wall on all sides and corners. In the middle of the paper and on the left side of the graphic schoolhouse write the word "Gives" at the top. Write the word "Gets" on the right side of the schoolhouse, near the top, at mid point in that space (see illustration below).

*Developed by Chris Laing and John Warden.

The Facilitative Procedure

I. After participants have arrived for the first session, the facilitator indicates that he/she needs the help of everyone in attendance. The facilitator then points to the large paper and graphic on the wall and explains:

"When each of us enters any workshop or training experience, we come with both resources and skills and expectations about what we hope to gain from this opportunity. On the large paper you will notice I have drawn a large graphic representation of a schoolhouse and placed two words at opposite ends of that schoolhouse. Now picture that schoolhouse as being all of us. . . we each have things 'to give' as we enter this experience. Perhaps these are very small things. . . a friendly smile, knowledge about something or a skill. On the other hand, we also have things we want 'to get' out of this experience—perhaps it is to get to know some new people, knowledge about community education or even a job reference. . . we all have things to give and things we hope to get.

"I want each of you to begin thinking about three things you're willing to give to your fellow participants and three things you hope to gain. Once you have several in mind please pick up a felt tip pen or pencil, approach the paper and write your three 'give' items on one side (left) and your three 'get' things on the right side. Also make sure and sign your name to your list of three items. Be sure to sign on both sides of the schoolhouse (both to the 'gives' and 'gets' portions). Once you have listed your items you may take a seat and we will proceed with the next exercise. Everyone is expected to complete this exercise."

II. Participants often have a difficult time thinking of the "give" items. For those who hold back the longest, suggest they start on the "get" side. People may write anywhere on the paper as long as it corresponds to the topic listing ("give" items on "give" side and vice versa).

III. Depending upon the size of the group, some people may finish before others. Early finishers may read the graffiti of others ("gives" and "gets"). Encourage all participants to review the comments of others during free time. In this way, participants will gain a better understanding of fellow participants, resources and expectations.

IV. Leave the wall graphic up for the entire training session and refer back to it for resource people. Also consider modifying the training experience to incorporate the ideas under the "gets" column. With proper readjustment of the training design, it is possible to have people share some of their "gives" and accomplish some of their "gets."

Variations

I. Graffiti implies unsigned written comments. The trainer may wish to allow all responses to remain anonymous. The major problem with such an approach involves not knowing who made what responses. The real pleasure of graffiti may be in the deed rather than one's name.

II. Various graphics other than a schoolhouse can be utilized. Example: The scene can depict various people fishing on a boardwalk—lines all down in the water. On the one side is the "bait" which they can "give." On the other side are the fishes which they hope to catch ("get"). Their bait is named and so are the fishes.

III. Individual "give" and "get" posters can be made on newsprint listing three ideas of each. All papers are then fastened to the wall for viewing by others.

Special Notes/Instructions

This is meant to be either the initial or an early exercise. Its best use is for a group of people who will be involved in a training exercise for several days or more. If this exercise is undertaken, make sure to pay attention to what is written. Don't use the exercise in an already pre-planned tight schedule which would not permit making changes.

Trainer Notes:

6. SLICES OF THE COMMUNITY EDUCATION "APPLE"*

Goals

I. To uncover participant perspectives on the meaning of community education.

II. To involve participants in an exercise which can be fun.

Group Size

Any number of participants grouped into triads.

Time

Approximately 20-30 minutes.

Materials

I. Large size newsprint or butcher paper (one sheet per group).

II. Variety of colored magic markers.

III. Masking tape or adhesive to display finished products.

Physical Arrangements

I. Small tables or desks are provided for triads to work comfortably.

II. There should be ample working space between groups so that one group's discussion does not interfere with another's.

The Facilitative Procedure

I. The facilitator uses the analogy of community education as one big juicy apple (i. e., it's attractive, appeals to many, appears good for our community health). He/she asks the participants also to think of community education in this slightly different way. What does it taste like? What is the attractive appeal, etc. (two minutes only).

II. Upon completion of this two-minute introduction of community education as an apple, the facilitator forms triads for the purpose of completing the task at hand. The facilitator explains that "just like an apple, community education may have many slices." The purpose of each small group is to identify those parts or slices and put them into a graphic representation of a "community education apple." The facilitator further explains that each group will have 15 minutes to draw the community education apple and to label its individual components on the newsprint which is now distributed. He/she emphasizes the importance of having fun but also of truly designing a community education apple which includes the major sections of what participants believe community education is all about. A representative should be chosen to present a short, 30-second explanation of the group's work.

III. The facilitator then reconvenes the large group to hear and see individual group reports and to interact. The graphics may be attached to the wall for later reference. A debriefing period can also include the "major components" approach to community education as outlined by such writers as Decker, Kerensky, Minzey, and Clark and Olsen.

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*Developed by John Warden.

Special Notes/Instructions

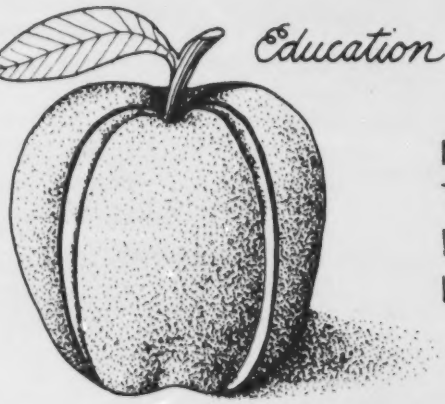
Please be aware that this exercise must establish both the programming and facilitative nature of community education. Unless carefully handled with clear instructions, it may leave the wrong impression of community education as only a series of programs.

Supplemental Reading Resources

See references under "Community Education Frameworks."

Trainer Notes:

The Community Education Apple



Community Development
K-12 Program
Community Involvement
Interagency Relations

Needs Assesment
Training
Programs
Leadership

7. COMMUNITY INVOLVEMENT "TRAIN"*

Goals

I. To uncover a variety of ways in which community members might potentially be involved in community education.

II. To demonstrate a visual technique which can be linked with a task orientation.

Group Size

Approximately 12-24 people.

Time

35-45 minutes.

Materials

I. Large size newsprint or butcher paper (one sheet per group).

II. Variety of colored magic markers.

III. Masking tape or adhesive to display finished products.

Physical Arrangements

I. Sufficient working room is provided for task group clusters of 3-4 people.

II. Hard surface tables, desks, or the floor are used in order to accomplish the task.

III. There should be sufficient wall space to display finished products.

The Facilitative Procedure

I. The facilitator explains that the purpose of this exercise is to uncover a variety of approaches to involving community members in community education. It is also designed to be a unique, enjoyable exercise.

II. The facilitator subdivides the participants into small groups of 3-4 people and distributes several magic markers and a large piece of newsprint or butcher paper to each group.

III. The facilitator then gives the following instructions:

1) Each group is to draw the outline or profile of a car commonly found as part of a train. This car should be drawn to extend the full length (horizontally) of the paper.

2) After the profile of the car has been drawn, group members are to list as many ideas as possible regarding ways in which community members can be involved in community education (i. e., volunteers, community councils, task forces) on the inside of the car profile.

3) Each group will be given approximately 20 minutes to fill up the entire space created by the train car profile. All ideas are acceptable and do not require group consensus. "Brainstorm" as many possibilities as you can and fill your car up with ideas. We will then link the cars together to form an involvement train!

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*Developed by John Warden.

IV. The facilitator may wish to recommend that one group draw the engine of the train and another the caboose. Each group should work separately in a comfortable setting.

V. The facilitator should encourage the groups to utilize creativity in both their visual profile of the car and their community involvement suggestions. He or she may wish to walk around the room and offer encouragement.

VI. Once groups finish the task the individual newsprint results should be lined up along the wall and taped together with masking tape. The train's engine and caboose should be at opposite ends with all other cars placed end to end in between. The actual length of the train (number of cars) will depend upon the number of groups completing the task.

VII. Encourage members to examine the involvement train for ideas and overall visual appearance. The entire exercise is fun and enables ideas to be presented in a format beyond the normally dull listing approach. Group unity also results. Debrief as time permits.

Special Notes/Instructions

Encourage participants to use their artistic skills in this exercise. Utilize several different colored magic markers to add variety in color and visual appeal. Leave the finished products on display for the remainder of the day or workshop.

Please be aware that the use of the train as a symbol may prove to be a negative factor. In at least one part of the country, the "little train that can" has been identified with the adult education movement. In such cases simply choose another unifying theme (e. g., chain links).

Supplemental Reading/Resources

Bossort, Pat, et. al. "Ideas for Involvement in Community Education," Eugene, Oregon: Northwest Community Education and Development Center, 1974.

Davies, Don. *Citizen Participation in Education: Annotated Bibliography,* New Haven, Conn.: Institute for Responsive Education, 1973.

Lind, Alden. "The Future of Citizen Involvement," *The Futurist,* December, 1975.

National Committee For Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044.

Warden, John W. *Citizen Participation. . . What Others Say. . . What Others Do. . . ,* Charlottesville, Virginia: Mid-Atlantic Center for Community Education, 1977.

Trainer Notes:

Community Involvement... Examples For A Beginning

Meetings about community issues
Interagency cooperation (providing services for all in school)
Community athletic teams
Senior citizens programs
Child care/after-school enrichment
Fund raising activities - community picnics, flea markets
Community people helping in school health clinics (free check-ups, etc.)
Volunteer program (teacher's aides, community speakers, etc.)
Employment service for students and adults
Welcome wagon
Big Brother/Big Sister/Foster Grandparents
School and community beautification projects
Food co-op
Ecology center
Book, coupon, plant, pattern exchange
Political rallies/voter registration

8. ALTERNATIVE COMMUNITY EDUCATION DELIVERY SYSTEMS: AN EVALUATIVE EXERCISE*

Goals

I. To uncover a wide variety of delivery approaches in community education.

II. To develop an awareness of one means by which different systems might be evaluated on a common evaluative scale.

III. To broaden participant understanding as to the strengths and weaknesses of each particular delivery approach.

Group Size

Eight to twenty-five participants who have some prior knowledge of community education. A smaller number of participants can be utilized for following this procedure on a local level as well. Participants should be subdivided into groups of 3-5 people per group.

Time

One and one-half to two hours.

Materials

I. Large sheets of newsprint or butcher paper.

II. Felt tip pens (magic markers may prove to be too large for this exercise).

III. Masking or adhesive tape to display finished products.

Physical Arrangements

I. Participants are divided into small work groups of 3-5 people.

II. Small tables or a comfortable floor is used for working space for each group.

III. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator begins the session by explaining that there is a variety of delivery systems for community education. All of these systems have both strengths and weaknesses. The facilitator may choose also to develop a rationale as to why it is important to investigate differing delivery systems.

II. The facilitator then identifies the goals of the particular exercise.

III. Groups are subdivided into work groups which have the following assignment to complete in the next one and one-half to two hours.

1) Identification of as many alternative delivery systems as possible for community education (e. g., schools, recreation departments, community action agencies, community colleges, churches). (15 minutes)

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*Developed by Mike Kaplan and John Warden.

2) Identification of a list of specific criteria for evaluating all such delivery systems; in other words common evaluation standards which can be applied to all systems identified (e. g., funding capacity, facilities available, locality, change orientation, citizen involvement potential). (20 minutes)

3) Development of an evaluative matrix which includes the alternative delivery systems on one matrix and the common criteria on the other, along with some form of evaluative rating scale (e. g., 1-5, low-high assessment). (10 minutes)

4) Actual group evaluation of each delivery system according to each criterion listed. (one hour)

IV. Because the above procedure is somewhat complicated, the facilitator may choose to undertake the entire process in group directed steps as follows:

1) All groups are given 15 minutes first to identify alternative delivery systems. (Systems refers to means through which community education can be implemented in a community. It may be one agency, a group of agencies, non-formalized approaches, or others. The importance of this point lies in the generation of a host of possibilities.)

2) Next, encourage each group to develop a set of criteria by which it will evaluate all the approaches. What key things are important in assessing the effectiveness of the delivery systems? A list of from five to seven is worth working toward. Allow the group time to combine, drop, or change its criteria at this time. Make sure there is group consensus as to the common evaluative criteria before proceeding.

3) Finally, allow about an hour for each of the groups to actually proceed with an assessment of the systems based upon its own selected criteria. A common rating scale of 1-5 (1-low, 5-high) will allow comparison between groups at a later point in time. Encourage participants to select one of its criteria and then proceed to give a rating to each of the delivery systems with regard to how well that system measures up to accomplishing that task. For example, if the criterion is meaningful citizen involvement, how would the group rate on a scale of 1-5 each of the following systems: school, community college, church, local neighborhood association, etc.

	School	Community College	Church	Local Neighborhood
Community Involvement	3	3	4	5

4) Proceed to do this with each of the criteria until all delivery systems have been given a relative rating. A final total cumulative score can thus be achieved for each delivery system as seen in the example.

V. Groups which finish early can be given extra break time until all groups have completed their tasks. All groups should be given a short break before reconvening into a larger group.

VI. The facilitator should place the matrices on the wall during the break and allow all participants time to circulate and review how others accomplished the task.

VII. Follow-up discussion during the debriefing can focus upon: a) what common as well as unique alternative approaches were identified?, b) what criteria seemed to be represented by several groups?, c) what delivery system emerged as highest overall in each of the groups? and d) how might this procedure be adapted to be utilized elsewhere?

Variations

I. Groups can be permitted to develop their own evaluative scales (instead of 1-5).

II. Actual rating on the matrix can be omitted to save time. End result is a list of delivery systems and some evaluation criteria without the actual evaluation taking place (save 45 minutes to one hour).

III. Fewer criteria can be selected (perhaps three) in accomplishing actual evaluation procedure.

Special Notes/Instructions

This technique can be utilized by a group of people attempting to determine which delivery system it wishes to use in implementing community education at the field operational level. It is an excellent classroom instructional tool for generating interaction and discussion.

Supplemental Reading/Resources

Baillie, Susan J. "An Alternative Strategy for Community Education: Future Invention for Community Involvement," *Alternatives in Community Education*, Winter, 1976.

Decker, Larry E. and Pass, Barbara H. "Community Resource Centers," *Community Education Journal*, November/December 1974.

Nance, Everette, and Sugar, Marilyn. "Bridging the Gap: Community Councils and Government," *Community Education Journal*, May/June 1974.

Parson, Steve R. *Emerging Models of Community Education*, Midland, Michigan: Pendell Publishing Company, How-to-Series, 1976.

Ringers, Joseph. *Community/Schools and Interagency Programs: A Guide*, Midland, Michigan: Pendell Publishing Company, 1976.

Warden, John W. *Citizen Participation: What Others Say. . . What Others Do. . .*, Charlottesville, Va.: Mid-Atlantic Community Education Center, 1977.

Trainer Notes:

Sample Matrix #1

	dollar support	personnel	locality	citizen involvement	change orientation	political clout	ability to reach people	lasting power	linkage with resources	solving community problems	TOTALS
Public Schools	5	5	4	3	2	4	5	5	5	3	41
Community Colleges	4	5	3	2	2	3	3	5	5	3	35
Churches	3	4	5	4	3	3	4	5	4	4	39
Recreation Association	3	4	3	2	2	1	3	4	3	3	28
Agency Consortium	5	5	2	2	2	5	3	3	5	5	37
Neighborhood Assoc.	1	2	5	5	4	3	5	1	3	4	33
Military Structure	5	1	5	1	1	5	5	5	3	5	36
Planning District	2	4	1	1	3	4	1	3	4	2	25
Neighborhood Corp.	3	2	5	5	3	4	4	1	3	4	34
Block Organization	1	1	5	5	5	4	4	1	3	4	32
Citizen Advisory Group, Inc.	1	1	5	5	3	3	4	1	3	3	30
Community Education Cooperative	1	1	5	5	5	3	4	1	2	3	30
Business Groups	5	3	2	1	2	5	4	3	2	5	32
Extension	3	5	2	3	2	2	3	5	4	3	32
Public Library	1	2	3	2	1	1	3	5	4	2	24
Federal Government	3	3	1	1	2	5	1	5	1	3	25
Community Action	2	4	4	5	4	3	4	3	4	5	38

Sample Matrix #2

	cost effectiveness	no. of participants	scope of program	community input	agency jurisdiction	goals and objectives	needs assessment	agency cooperation	citizen problems & solutions	evaluation	obtaining funds	training	TOTALS
Community School	4	5	5	5	4	5	5	4	5	5	4	5	56
Community College	5	4	5	4	4	5	5	4	5	5	4	5	55
Recreation YMCA-Red Cross	4	5	3	4	3	4	3	3	3	5	3	3	43
Extension	4	4	4	3	3	4	4	3	2	3	3	4	41
Community Develop. Planners	5	4	4	5	5	5	5	4	4	5	3	5	54
Church	4	3	3	3	3	3	3	2	3	2	3	3	35
Library	3	3	3	2	3	3	2	2	2	2	3	2	30
City/County Council	3	2	2	3	3	3	3	3	3	2	2	3	32
Corp.-Industry	5	3	3	3	4	4	4	3	3	4	4	3	41
Social Agencies	3	3	3	2	3	4	4	3	4	4	3	3	39
Volunteer Agencies Salvation Army	3	3	3	3	3	3	3	3	3	2	2	3	34
Private Organizations Jaycees, Lions, Chamber of Commerce	4	3	3	4	4	3	3	3	2	2	4	3	38

9. COMMUNITY INVOLVEMENT: PRESENT AND POTENTIAL PERSPECTIVES*

Goals

I. To encourage participants to investigate both the present means and future possibilities with regard to community involvement.

II. To generate idea sharing among participants as well as awareness of each other's efforts with regard to community involvement.

Group Size

Any size group which can be clustered into small groups of 5-8 people per group. Preferably 20 or more participants.

Time

Approximately 30-40 minutes.

Materials

I. Large sheets of newsprint or butcher paper (two per small group).

II. Magic markers or crayons to record group answers.

Physical Arrangements

I. Participants are divided into small work groups of 5-6 people.

II. Small round tables or a comfortable floor is used for working space for each group.

III. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator explains that there are countless ways in which community involvement can be a part of community education. Indeed, community involvement is one of the basic philosophical tenets upon which community education is build. The purpose of this exercise is to uncover the present involvement approaches as well as to investigate future possibilities. All participants will be working in small groups to accomplish both of these tasks.

II. The facilitator then divides the large group into smaller task groups of 5-6 people per group. He/She distributes two sheets of newsprint and a magic marker to each of the groups.

III. The following instructions are given to the smaller task groups:

> "For the next ten minutes your group is to list ways in which people are presently involved in community education (e. g., volunteers, ad hoc task forces, advisory committees, self-help groups). Develop a long list with as many ideas as possible. List all individual suggestions as group suggestions; have someone record them. After ten minutes you will receive your next task."

---

*Developed by John Warden.

IV. Upon completion of the *present* list of involvement vehicles, ask the groups to spend ten more minutes "dreaming" about possibilities that extend beyond the present approaches. Encourage participants to allow their minds to "run wild" with exciting and different possibilities. Write all of these *potential* involvement vehicles on the second sheet of newsprint.

V. Reconvene the small groups into one large group. Allow a representative from each group to present a short overview of their list (2-3 minutes) outlining any unique or different suggestions that emerged. A debriefing can include also a limited amount of interaction among the groups regarding the ideas generated.

Supplemental Reading/Resources

Center for Study of Parent Involvement, 5020 Boyd Street, Oakland, California 94618.

Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Mass. 02215.

Lind, Alden. "The Future of Citizen Involvement," *The Futurist,* December, 1975.

Morris, David and Hess, Karl. "A Neighborhood of the Future," *Neighborhood Power,* Boston, Mass.: Beacon Press, 1975.

Toffler, Alvin. "What is Anticipatory Democracy?," *The Futurist,* October, 1975.

Trainer Notes:

10. SUCCESSFUL INTERAGENCY RELATIONSHIPS WHAT MAKES THEM SO?*

Goals

I. To explore participant perceptions and factors which contribute to successful interagency relationships.

II. To encourage participants to develop these factors through their own interagency relationships.

Group Size

Eight to twenty-eight participants; task groups of four per group.

Time

Approximately 30 minutes to one hour.

Materials

I. Sufficient large newsprint or butcher paper (two pieces per group).

II. Magic markers, crayons, or felt tip pens for each group.

III. Masking tape or other adhesive to attach products to walls.

Physical Arrangements

I. Small tables or desks are provided for task groups.

II. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator explains that there are any number of factors which can contribute to successful interagency relationships. He/she might wish to mention a few examples. The facilitator impresses upon participants the importance of uncovering such factors so that they can be applied to local situations as well.

II. The facilitator then divides participants into task groups of four people and distributes magic markers and two sheets of newsprint. He/she then explains the task as follows:

> "The purpose of these small groups is to uncover specific elements or factors which you believe to be important in successful interagency relationships. Your small group is to act as a task group to do two things:
>
> 1) Uncover as many different "success" factors as you can (perhaps 25-30)
> 2) Review those factors and as a group pick what you believe to be the *five most important* ones. (Obviously most of these which you will suggest are important.)
>
> Pick a recorder to report to the large group. You will have approximately twenty minutes total time. Let's get started now!"

*Developed by John Warden.

III. Next the facilitator may wish to circulate among the small groups to get a "feel" as to how the exercise is proceeding. Encourage groups not to argue during the idea-generating stage.

IV. Call together the groups and allow for a short debriefing period. Compare the lists for similarities and differences. Ask participants how some of these factors can be improved at the community or neighborhood level. Attach the lists to the walls.

Variations

I. The facilitator may wish not to have participants select the five most important elements This will allow more time and cut down on disagreements among participants.

II. Focus can be placed upon what creates unhealthy interagency relationships. Participants may generate a lot more ideas, but beware of a negative focus for too long a time period.

Supplemental Reading/Resources

Aiken, Michael, et. al. *Coordinating Human Services,* San Francisco: Jossey-Bass, 1975.

Community Education Journal, entire issue, Sept./Oct. 1975.

C. S. Mott Foundation interagency film and filmstrip ("2 + 2 = 6") available from most regional and cooperating community education centers around the country.

Hasenfield, Yeheskel & English, Richard A. (editors). *Human Service Organization,* Ann Arbor, Michigan: University of Michigan Press, 1974.

Litwak, Eugene and Hylton, Lydia F. "Interorganizational Analysis: A Hypothesis on Coordinating Agencies," *Administrative Science Quarterly,* March, 1962.

National Steering Committee on Community Schools/Community Education, c/o National Recreation and Parks Association, 1601 N. Kent Street, 11th Floor, Arlington, Virginia 22209.

Ringers, Joseph. *Community/Schools and Interagency Programs: A Guide,* Midland, Michigan: Pendell Publishing Company, 1976.

Ringers, Joseph. *Creating Interagency Projects.* Charlottesville, Virginia: Community Collaborators, 1977.

Trainer Notes:

11. EFFECTIVE COMMUNITY COUNCILS: WHAT DO YOU THINK?*

Goals

I. To generate or contribute to large group discussion regarding factors which enhance and factors which inhibit effective council functioning.

II. To encourage participants to investigate their own feelings with regard to council effectiveness.

Group Size

Approximately 10-20 participants

Time

30 minutes

Materials

I. Individual copies of "Effective Community Councils: What Do You Think?," agree-disagree sheets for each participant.

II. Pencils or pens for participants to complete the forms.

III. Chalk and blackboard or magic marker and newsprint.

Physical Arrangements

I. Participants need tables or desks to complete the reaction sheets individually.

The Facilitative Procedure

I. The facilitator opens the exercise by indicating that there is a variety of factors which can contribute to a council's effective functioning. "The purpose of this exercise is to gain your reactions to twelve statements about effective council functions."

II. The facilitator distributes the sheets entitled "Effective Community Councils: What Do You Think?" and informs participants that they will have ten minutes to read the statements and to check the appropriate responses.

III. The facilitator also announces that additional statements may be added at the bottom of the page by the participants.

IV. After participants have completed the reaction form, the facilitator leads a discussion on the responses. A quick numerical count can be completed on each statement. (Statement number one, please raise your hand. How many disagree?, etc.)

	AGREE	DISAGREE
1.	10	2
2.	4	8
3.	10	2
4.	0	12

*Developed by Northwest Community Education Development Center Staff.

Attention can then be directed toward the statements where there is some degree of difference among participants. The facilitator may ask reactors to explain what they based their positions upon. (e. g., What additional statements describe an effective council? What hinders council effectiveness?)

Variations

1. The facilitator may have participants generate the entire list of statements. In this case the facilitator simply asks each participant to list three action statements on a piece of paper or note card with regard to effective council functioning. After five to ten minutes, the facilitator then leads a "round robin" discussion of the statements (each person contributing one statement and then moving on to the next person until all such statements have been shared). This works best if participants are arranged in a circular seating plan so that people can see and react to each other's statements. Statements can then be collected and posted on the wall so that all can review and perhaps take notes. The entire procedure will take somewhat longer than the exercise outlined above. (See sample list.)

Supplemental Reading/Resources

Alinsky, Saul D. "Citizen Participation and Community Organization in Planning and Urban Renewal," Chicago, Illinois: The Industrial Areas Foundation, 1972.

Alinsky film series produced by the Challenge for Change Program in Canada. "Building An Organization," McGraw-Hill Film Library, Hightstown, N. J.

"The Community Council," Film produced for C. S. Mott Foundation illustrating the functioning and growth of a community council available from most regional and cooperating community education centers around the country.

Hage, Carol S. *Better Meetings,* Atlanta, Georgia: Humanics, 1975.

Lippitt, Ronald and Schindler-Rainman, Eva. *Taking Your Meetings Out of the Doldrums,* La Jolla, California: University Associates, 1975.

Meetings, Meetings, Meetings, San Francisco, California: Interaction Associates, 1974.

University Associates, Inc. 7596 Eads Avenue, La Jolla, California 92037.

Trainer Notes:

EFFECTIVE COMMUNITY COUNCILS

	What Do You Think?	Agree	Disagree
1.	The Community Education Coordinator should be responsible for feeding ideas into the Community Advisory Council regardless of the nature and skill of the members.	_____	_____
2.	All segments of the community should be represented on the Advisory Council even though some may be the types of people who do not and probably won't attend community activities.	_____	_____
3.	The Community Education program should endeavor to provide programs for all phases of community life—"be all things to all people."	_____	_____
4.	The most effective councils are those which receive a considerable amount of guidance from the Coordinator until the program is in good operation.	_____	_____
5.	An effective Community Education program isn't possible until a working Community Advisory Council has been established.	_____	_____
6.	Once established, a Council is almost self-perpetuating, which means that the Coordinator has much more time to direct toward actual operation of the program, thus not being so tied down with Council activities.	_____	_____
7.	Leadership rotation frequently hinders effective action of Advisory Councils.	_____	_____
8.	Open conflict is disruptive to Council operations and is a sign that the Council isn't operating properly.	_____	_____
9.	The final power in deciding the program of Community Education lies with the Coordinator. The role of the Council is strictly advisory in nature; it hasn't the final say regarding program.	_____	_____
10.	Conflicts could develop that might necessitate the removal of certain Council members in order that the Council can proceed with the task at hand.	_____	_____
11.	Some desirable means for giving recognition to Council members is essential if they are expected to continue providing leadership in the program.	_____	_____
12.	The most important step in securing results in a Community Education program is appropriate problem identification prior to the start of the program.	_____	_____
13.	Other _____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

Factors that Contribute to the
Effective Functioning of Advisory Councils*

1. Invest necessary time
2. Outside resources (i. e., agencies, business)
3. Work with more than just school oriented problems
4. Interested citizens
5. Good cross section
6. Establish priority work areas
7. Solve internal problems
8. Sense of accomplishment
9. Willingness to listen to all viewpoints
10. Cooperation with each other
11. Good division of labor
12. Direct contact with community
13. Good communication—internal & external
14. Goal setting—long & short term
15. Hustle!!! Pursue ideas.
16. Sense of purpose (to make council work)
17. Learning process among council members
18. Truly represent whole community
19. Cooperation of schools and other community agencies
20. Input from special interest areas
21. Commercial and media support
22. Personal contact
23. Community between members
24. Needs assessment undertaken
25. Action and follow-up
26. Evaluate
27. Keep group open to community input
28. People with variety of interests involved
29. Identify power structure
30. Educate community
31. Consideration among council members

*Developed by workshop participants in Danville, Virginia.

12. PRIORITIES FOR THE COMMUNITY EDUCATION COORDINATOR*

Goals

I. To encourage participants to view the community education coordinator's role in a priority perspective with regard to tasks.

II. To uncover participant biases regarding the relative importance of each of the tasks which may be performed by a coordinator.

Group Size

Any number of participants who can be clustered into groups of 4-6 people.

Time

Approximately one hour to one and one-half hours.

Materials

I. Individual copies of the "Priorities for Community Education Coordinator" rating sheet for each participant.

II. Pencils or pens for participants to complete the rating forms.

Physical Arrangements

I. Participants need tables or desks to complete the reaction sheets individually.

II. Chairs or tables should be movable to allow the formation of small work groups to compare reactions and to arrive at group consensus.

The Facilitative Procedure

I. The facilitator introduces the exercises by indicating the vast number of tasks in which coordinators can become involved in the early stages of community education development. Obviously the coordinator cannot be "all things to all people." Priorities must be established and directions must be undertaken which corresponds to community, agency and personal needs of the individual. This exercise will help you uncover your own biases toward that role as well as your perspective of community education development.

II. Copies of "Priorities for the Community Education Coordinator" are distributed to individual participants and each is told that he/she will have approximately 20 minutes to read and complete the form. Be prepared to answer any questions at this time.

III. Also indicate that participants can add additional task statements.

IV. Encourage participants to produce equal lists of high, medium, and low priority tasks. Otherwise, there will be a tendency to rate all tasks as "high priority" with very few rated medium or low. Also remind participants that they must ★ (star) the single most important high task and √ (check) the least important task.

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*Developed by Northwest Community Education Development Staff.

V. As people finish the individual forms, begin to cluster participants into working groups of 4-6 people. Early finishers can be clustered together to proceed with the small group rating. Make sure that everyone joins a small group for the completion of the group rating.

VI. A larger group discussion should follow the group ratings to discuss differences, to discover first and last task priorities, and to allow for feedback regarding the exercise to be aired.

Variations

I. "Performing Effectively As A Community Education Coordinator" by Kaplan.

II. Same variations as those listed in the "Council/Coordinator Role Identification in Community Education" exercise.

Supplemental Reading/Resources

Northwest Community Education and Development Centers, *Time Management for Community School Coordinators,* Eugene, Oregon, 1975.

"The Community School Coordinator." A film produced for C. S. Mott Foundation Illustrating the role of the community school coordinator. Available from most regional and cooperating community education centers around the country.

Trainer Notes:

Priorities for the Community Education Coordinator

Introduction

The Community Education Coordinator plays a critical role in the development of community education. Many of the developmental processes for which he/she is responsible may determine the eventual success or failure of the total effort. While there is no single, proven strategy for activating the Community Education process in every community, there are certain tasks required of a Community Education Coordinator which can provide the impetus for this process.

Instructions: Phase I

This is an exercise in role clarification for Community School Coordinators. Your task is to determine the relative importance of various tasks performed by Community Education Coordinators. Listed below are some tasks which the coordinator may be asked to perform.

FIRST, place a letter in the appropriate column to indicate your priority for each of the indicated tasks. Indicate:

H = high priority task; M = medium priority task; L = low priority task

SECOND, review all of those tasks which you identified as deserving a high priority (H) by Community Education Coordinators and star (★) the one task which you feel is the single, *most important* for *new* Coordinators.

THIRD, review all of those tasks which you identified as deserving a low priority (L) by coordinators and place a check (√) next to the *one* single task which you feel is the *least important* for *new* Coordinators.

Instructions: Phase II

You will then join a small group to reach a group consensus regarding the list. Indicate your small group's consensus in the appropriate column using the same code outlined in Phase I.

Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with everyone's complete approval. As a member of the group, try to make each ranking in such a way that *all* members can, at least, partially agree. The following are guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic, research, and knowledge.
2. Avoid changing your mind *only* to reach agreement and to avoid conflict. Support only solutions with which you are able to agree somewhat.
3. Avoid "conflict-reducing" techniques, such as majority vote, averaging, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as hindrances in decision making.

Situation Statement

You are a member of a community that is about ready to hire its first Community Education Coordinator. This person will have the responsibility of developing a Community Education program in one elementary school attendance area. Your personal knowledge of Community Education is a result of your participation in a short Community Education workshop and completion of various readings in this field. You are aware of the benefits of Community Education and wish to provide some guidance for the new coordinator. Of the many tasks to be performed by this *new* person, which ones should receive the highest priority and which should receive a lower priority? SEE ATTACHED SHEET!

TASKS	YOUR RATING	SMALL GROUP
Become familiar with the social and economic structure of the community	_____	_____
Assist the school faculty in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.	_____	_____
Assist the Advisory Council in the conduct of periodic assessments of community needs and interests.	_____	_____
Implement an evaluation plan for the purpose of upgrading existing programs and incorporating new ideas.	_____	_____
Represent the school district in all matters related to the overall conduct of the Community School program.	_____	_____
Maintain accurate records on all Community School activities.	_____	_____
Maintain communications with all those organizations and agencies who sponsor and/or conduct activities within the framework of the Community School program.	_____	_____
Prepare an annual budget request for the Community School program.	_____	_____
Develop and publicize a schedule or calendar of Community School events.	_____	_____
Arrange for periodic inservice training opportunities for the faculty, classified staff, and volunteers in the Community School.	_____	_____
Monitor all Community School program activities and conduct evaluations of individual programs and personnel.	_____	_____
Interpret the goals and objectives of the Community School program to the community at every opportunity.	_____	_____
Assist in the enforcement of the rules and regulations of the school district during the conduct of Community School activities.	_____	_____
Facilitate the activities of a Community Advisory Council.	_____	_____
Be present on the school premises when Community School activities are in progress unless some other authorized person has assumed this responsibility.	_____	_____
Develop and operate a year-round program which includes involvement opportunities for children, youth and adults.	_____	_____
Encourage the development of interagency cooperative efforts within the designated service area.	_____	_____
Identify and develop new Community School activities which have the potential to benefit local constituents.	_____	_____
Promote and interpret existing and planned Community School activities to the school staff and community-at-large.	_____	_____
Establish rapport with local citizens in the designated service area.	_____	_____
Accept the responsibility for all activities normally designated as community-related.	_____	_____
Seek and/or develop additional funding sources to support an expanded program of Community Education and service.	_____	_____
Identify existing community resources which can help meet community needs.	_____	_____
Other _____	_____	_____

Performing Effectively As
A Community Education Coordinator*

Situation

You have been hired recently as a building level community education coordinator. There is much to be done in your new role and you have no formal training in community education. A series of tasks is presented below. Some may be more important than others in implementing a successful community education program.

You are to rate how important you perceive each task. There are many tasks to be performed by a new community education coordinator. Performing them in some priority fashion may be necessary. Rate how important you perceive each task, using the following scale:

1 = very low priority task
2 = low priority task
3 = medium priority task
4 = high priority task
5 = very high priority task

Place you number in the space next to each task. Be sure to use the column labeled individual rating.

Community Education Coordinator Tasks

TASKS	INDIVIDUAL RATINGS	GROUP RATINGS
Clarify your responsibilities as a community education coordinator.	_____	_____
Design evaluation procedures.	_____	_____
Initiate a communications network with other community agencies.	_____	_____
Enforce all school board rules and regulations during community education programming.	_____	_____
Form a community council.	_____	_____
Prepare a program brochure advertising community education offerings.	_____	_____
Become familiar with the social and economic structure of the community.	_____	_____
Insure that regular community needs assessments be undertaken.	_____	_____
Establish communication with the school building staff.	_____	_____

*A modified version of several exercises developed previously by the Northwest Community Education Development Center, John Warden, Gary Pennington, Jack Stevens, and Paul Tremper. Modified by Michael Kaplan.

TASKS	INDIVIDUAL RATINGS	GROUP RATINGS
Monitor all community education activities and services and evaluate instructor performance.	_____	_____
Help encourage interagency planning and cooperation.	_____	_____
Maintain accurate records of all community education activities, programs and service.	_____	_____
Serve as the facilitator for the community school.	_____	_____
Post a building use schedule.	_____	_____
Assist the school faculty in developing community projects which would enrich the curriculum.	_____	_____
Work with university or state department staff to plan appropriate training activities.	_____	_____
Be in the building when programs are operating.	_____	_____
Be an advocate for community education in the school system and in the community.	_____	_____
Establish rapport with community members in your service region.	_____	_____
Develop a community education coordinator handbook or manual.	_____	_____
Share evaluation findings with agency and school officials.	_____	_____
Interpret the goals and objectives of community education programs to the community and to other professionals.	_____	_____
Design fund raising activities to generate additional revenues.	_____	_____
Design a community education program that will function throughout the year.	_____	_____
Inventory existing community facilities and resources which can be used in meeting needs.	_____	_____
Arrange for inservice events for faculty, administrators and community members.	_____	_____
Implement a public relations program thoughout the community.	_____	_____
Develop a community education program in conjunction with the community council and other community agencies.	_____	_____
Speak to civic groups and service clubs about community education.	_____	_____
Learn budgeting techniques.	_____	_____

13. COMMUNITY EDUCATION LOGOS: A VISUAL EXPRESSION*

Goals

I. To explore participant perceptions regarding the essence of community education.

II. To encourage participants to depict basic ideas in visual perspectives.

Group Size

Any number of people clustered into groups of two or three people.

Time

Approximately 30-40 minutes.

Materials

I. Newsprint or butcher paper for each of the logo groups (one sheet per group).

II. Various colored felt tip pens or magic markers.

III. Masking tape or other adhesive to display finished products.

IV. Sample logos (if available)

Physical Arrangements

I. Small tables or desks are provided for logo groups.

II. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator explains that logos are common sign language in our society. They serve to remind us and to inform us; they further symbolize things. Many community education programs have such logos (show a few examples if they are available). The facilitator also indicates that people who design logos often attempt to depict the essence of an idea. They try to create a visual diagram or picture of a feeling or a message which they wish to convey. The facilitator further explains that today participants are going to have an opportunity to try out this visual language.

II. The facilitator next divides participants into logo groups of two or three people per group. He/she indicates that for the next 20 minutes each group will have an opportunity to design its own community education logo. Paper and markers should be distributed. The facilitator reminds participants to first discuss among themselves the key ideas or essence of what they believe community education to be. The next challenge involves how these ideas might be translated into some visual form. Before participants begin to design a logo, they must first reach some agreement and understanding regarding the ideas which they wish to depict.

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*Developed by John Warden.

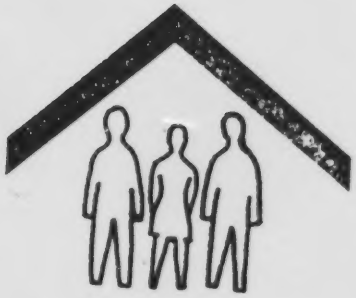
III. Upon completion of the task, groups should be reconvened and logos explained. The facilitator may wish to conclude the exercise by summarizing what has been learned about community education from the logos made.

Variations:

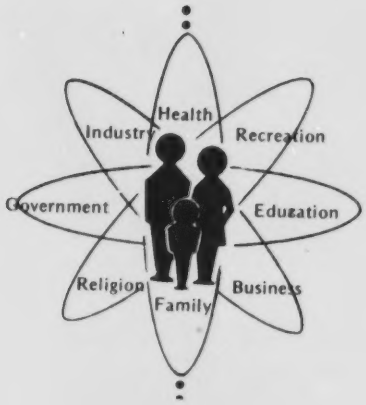
I. Participants can be asked to design logos of community education by themselves.

Trainer Notes:

SAMPLE LOGOS



Community Education
Serves People



14. A "SUCCESSFUL" COMMUNITY EDUCATION EXAMPLE: A QUESTIONING EXERCISE*

Goals

I. To examine a "real life" case example for the purpose of uncovering successful generic principles which could be utilized by others.

II. To strengthen the questioning ability of participants.

Group Size

Small group of 8-14 participants.

Time

Approximately 30 minutes.

Materials

I. A blackboard and chalk, or magic marker and newsprint to record answers.

Physical Arrangements

I. A circular seating pattern is provided, with participants as close as deemed desirable. There is no need for tables or desks.

The Facilitative Procedure

I. The facilitator explains the purposes of the exercise as listed above. He/she notes that in this particular exercise a "successful" case example of community education will be discussed with the group. The guest resource person, however, will only respond to participant questions. No "formal" presentation will be made. All the information about what makes this a successful case will be elicited from the resource person through participant questioning. The key lies in asking the "right" questions to uncover some basic elements that might be applied to other situations.

II. The facilitator then explains that the process will begin by permitting the person sitting to the left of the resource guest to ask one question. Each person will be permitted to ask one question until the entire circle has been completed at least once. At that point anyone can "jump in" and ask a question. The resource person will not volunteer information; therefore, participants must make sure that their questions clearly address that which they wish to find out. Questions should be directed toward discovering successful elements of this community education effort that might have application elsewhere.

III. The facilitator may wish to record major points discussed during the questioning strategy. A short debriefing period should follow at which time the resource guest may volunteer information not already uncovered.

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*Developed by John Warden.

Variations

1. A participant may be asked to role play the guest resource person.

Special Notes/Instructions

Be sure that you enlist a guest resource person prior to the exercise. Also, be sure to explain the role of the resource person to him/her in advance. The whole exercise quickly assumes a "game" like flavor; however, don't overdo it by letting the exercise extend for a long period of time.

Supplemental Reading/Resources

Numerous "success" stories of community education can be found in the past issues of the *Community Education Journal.*

Trainer Notes:

15. ACTIVATING COMMUNITY SCHOOL EDUCATION: A SIMULATED PLANNING EXERCISE*

Goals

I. To uncover participant biases with regard to various aspects of the developmental approach of the community school.

II. To enable participants to gain perspectives which differ from their own.

III. To encourage group discussion with regard to planning in the initial stages of community school development.

Group Size

Any number of people from 4 to 400. The initial exercise is done alone and then participants join small groups (4-5) to compare reactions and to arrive at group consensus.

Time

Approximately 45 minutes to one and one-half hours.

Materials

I. Individual copies of the "Activating Community School Education" instruction sheet and rating form for all participants.

II. Pencils or pens for participants.

Physical Arrangements

I. Participants need tables or desks to complete the reaction sheets individually.

II. Chairs or tables should be movable to allow the formation of small work groups who can compare reactions and arrive at group consensus.

The Facilitative Procedure

I. The facilitator explains that there is a variety of ways in which community school development may take place. Community schools have been initiated by parents, concerned teachers, school board representatives, agency officials, and a host of others. The purpose of this exercise is to determine first how one might recommend going about such development; and secondly, how a small group of people might jointly arrive at such an approach.

II. Hand out copies of the simulated planning exercise sheets which include the instructions and the individual rating sheets.

III. Allow time for participants to read the instructions. Answer any questions which might arise or need clarification. Encourage participants to proceed with the first part of the exercise, the individual rating.

IV. As people finish the individual exercise, begin to cluster them into working groups of

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*Developed by Larry Horyna and John Warden from original exercise by Jack Stevens and Gary Pennington.

4-5 people. Early finishers can be clustered together so that they can proceed with the small group rating. Make sure that everyone joins a small group for the completion of the group rating.

V. A larger group discussion should follow the individual small group meetings to determine major differences, discuss developmental strategies and allow time for participant feedback on the exercise. This is also an excellent time to view the Mott film on "Implementing Community Education" or to discuss other possible resources such as those listed below.

Variations

I. Rather than ratings of early, middle and late designations, the facilitator can have people actually number items in a developmental sequence. This takes more time and makes group consensus somewhat more difficult.

II. A rating scale of 1-5 can be substituted in place of the letters to avoid confusion.

Special Notes/Instructions

This is a very highly interactive exercise once small groups have been formed to arrive at group consensus. Occasionally groups will get "stuck" on the particular rating of an activity. Ask them to move on to the next item and return to the activity if time permits later. It is also easiest to do a quick reading of all responses to questions before attempting to tackle specific activities individually. By having each group quickly share their responses initially, group consensus can be derived in some activities rather fast to permit more time on others.

Supplemental Reading/Resources

"A Rebirth of Community." A film produced for C. S. Mott Foundation illustrating one implementation strategy associated with community school education. Available from most regional and cooperating community education centers around the country.

Carrillo, Tony S. and Heaton, Israel C. "Strategies for Establishing A Community Education Program," *Phi Delta Kappan,* November 1972.

Kaplan, Michael. "A Nine Phase Approach to Community Education Development" in *Planning and Assessment in Community Education,* Decker and Burbach (editors), Midland, Michigan: Pendell Publishing Company, 1977.

Minzey, Jack D. and LeTarte, Clyde E. *Community Education: From Program to Process,* Midland, Michigan: Pendell Publishing Company, 1972, Chapter III.

O'Neil, William. "The Community Education Level Development Process: A Taxonomy," *Educational Considerations,* Spring 1977.

"Strategies for Implementing Community Education," C. S. Mott Foundation film and filmstrips on a developmental approach supported by national community education centers.

Warden, John W. "Community School Process Development" in *The Community School Principal—New Horizons*, Burden, Larry and Whitt, Robert L., Midland, Michigan: Pendell Publishing Company, 1973, pp. 192-197.

Trainer Notes:

Activating School Community Education

A Simulated Planning Exercise for Community School Development

INTRODUCTION

There is no single, proven strategy for activating the Community Education process in every community. Thus, it would be futile to attempt to define a "critical path" process which will work everywhere. This is particularly true given the differences which exist between communities. However, the ability to reconcile diverse points of view and to gain the support required for action is a requisite skill for the Community Education leader of the '70's.

The illusive goal of the self-actualizing community should be a vital and constant objective of any community leader. If people are to become actively involved in the affairs of their neighborhoods/communities, they must loosen the grip which the "experts" currently hold in the decision-making process. This trend is encouraging to people in the field of Community Education, but it will require new sensitivities and skills in all forms of group process as well as an unselfish desire to serve people. This exercise is designed to encourage the development of such group process skills.

INSTRUCTIONS: PHASE I

This is an exercise in both Community Education planning and group decision-making. You are asked to rate the order of importance of certain developmental tasks related to Community Education.

FIRST, read completely through the exercise before starting, including the listing of developmental tasks.

SECOND, place a letter along the right side of the paper in the column marked "Your Ranking" to indicate the relative position of importance that you place on each of the tasks. Indicate in the space provided by marking an E, M, or L, as follows:

E = early developmental task; M = middle developmental task; L = late developmental task

THIRD, review all of those tasks which you identified as coming early (E) in Community Education development and star (★) the **ONE** task which you feel should be undertaken as the **VERY FIRST** step.

FOURTH, review all of those tasks which you identfied as coming late (L) in Community Education development and place an (X) next to the **ONE** task which you feel should be undertaken as the **VERY LAST** step.

INSTRUCTIONS: PHASE II

You will then join a small group to reach a group consensus on the list. Indicate your small group's consensus on the list. Indicate your small group's consensus to the right of the tasks listed using the same code outlined in Phase I.

Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with the complete approval of everyone. Try, as a member of the group, to make each ranking one on which **ALL** members can at least partially agree. Think big! The following are guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic, research, and knowledge.
2. Avoid changing your mind only to reach agreement and to avoid conflict. Support only solutions with which you are able to agree somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as hindrances in decision making.

Situation Statement

You have just attended a workshop, conference or seminar which focused on Community Education. Although it was your first exposure to the concept, you have become interested in seeing Community Education implemented in your community. You are now back in that community and want to get things moving. What should you do?

Listed below in random order are some important steps toward the establishment of a Community Education program. Arrange in order of importance those tasks which you and others will be undertaking. Indicate:
E - early developmental task; M - middle developmental task; L - late developmental task.

Also, star (★) the **VERY FIRST** task and mark with an (X) the **VERY LAST** task which you feel should be undertaken.

	YOUR RANKING	SMALL GROUP
Develop a job description for Community School Coordinator involving school officials and the Ad Hoc Community Council.		
Expose school officials and school board members to the concept.		
Undertake an evaluation of the program involving the Community School Coordinator and Community Council.		
Secure the adoption of a resolution supporting Community Education by the School Board.		
Involve the Community Council in a reassessment of needs and the development of new programs.		
Build support among receptive friends of the Community Education idea.		
Involve the Community School Coordinator and/or Ad Hoc Community Council in development of a needs assessment or community interest questionnaire.		
The Community School Coordinator seeks other agency involvement.		
Establish a Community Education Study Committee to investigate the feasibility of Community Education in the local area.		
Report the progress of the Community Education program to the School Board.		
The Ad Hoc Community Council establishes a budget and staffing proposal.		
The Community Education program is planned.		
An orientation is conducted for school staff and faculty.		
The Community School Coordinator develops a training program to assist community volunteers.		
Secure funding for the Community Education program.		
Identify volunteers for the Community Education program.		
Conduct public interest meetings about the concept.		
Develop a training program for Community Council members.		
Hire a Community School Coordinator.		
Contact the regional Community Education Center for assistance.		
Undertake publicity and advance registration for Community Education programs.		
Obtain individual and small group support of the Community Education concept.		
Involve the Community School Coordinator and Ad Hoc Council in the development of a resource identification strategy.		
Implement the program.		
Acquaint related agencies with the concept and secure their support.		
Form an Ad Hoc Community Council.		
Involve the Community School Coordinator and Ad Hoc Council in the development of plans for an official Community Council.		

16. COMMUNITY EDUCATION FRAMEWORKS*

Goals

I. To develop understanding of a variety of ways in which community education may be conceptually developed.

II. To uncover the key words or ideas which form the basis for the framework.

III. To illustrate visually how the key words can be combined to form a community education framework.

IV. To develop a group perspective of community education that extends beyond any one individual's perspective.

Group Size

Any number of participants with members subdivided into small work groups of 4-5 people.

Time

Approximately one hour to one and one-half hours.

Materials

I. Large sheets of newsprint or butcher paper.

II. Magic markers or crayon (at least one per group).

III. Masking tape or adhesive.

Physical Arrangements

I. Participants are divided into small work groups of 4-5 people.

II. Small tables or a comfortable floor space is utilized so that paper can be spread out flat and be seen by each participant in the group.

The Facilitative Procedure

I. The facilitator explains that there is not one "right" conceptual framework for community education. Developing a conceptual framework helps us "get a handle on community education." Frameworks serve as tools which our minds can utilize when the need arises. Developing a framework also helps explain our views of community education to others and lets them "see" what we mean. Frameworks allow us to emphasize key ideas or words and to demonstrate interrelationships as well. Furthermore, developing such a framework need not be left to writers or "experts" in the field but can be done by all of us. It can also be fun.

II. An explanation of the goals of the exercise as outlined above may then be offered.

III. An option at this point exists for the facilitator to explain a few of the frameworks that have been developed by the authors mentioned in the resource material below (Decker, Minzey, Weaver, etc.). However, if this is done, only key words or ideas should be explained

*Developed by John Warden.

(interagency cooperation, community development, K-12 program, etc.) as the authors place emphasis on these words. Do not dwell upon conceptual models of others at this point. The object is simply to make people aware that the models exist and can be reviewed at a later date. The focus should remain on the participants, not on some distant authors. An excellent time to do this is at the conclusion of the exercise during the debriefing stages rather than before the group task. However, giving a few examples can help give a better idea of what a conceptual framework might include.

IV. Distribute several sheets of paper and magic markers to each of the groups. (Experience indicates that groups may wish to undertake an initial framework and revise it on a second sheet of paper.)

V. Explain the task which each group must complete as the following:

1. First, identify a list of key words which will form the basis for the group's framework. Do so by simply listing key words that keep "popping up" in the literature of community education and your discussions with other people. The group should take 10-15 minutes to identify these key words. An initial brainstorming session of perhaps five minutes with everyone suggesting possible words is advisable. After a list of 10+ words, the group should then narrow the focus to perhaps 6-8 words by eliminating words of a similar nature and arriving at a group consensus regarding the key words which need to be a part of the framework.
2. Second, review these key words and begin to think about how they might be linked together in a framework. Are there several which are more important than others and, therefore, might serve as a foundation? How might the words be linked together? Can you think of a visual diagram which will illustrate all of your components or key words? The object is to link the words to form a conceptual framework to share with others. Each group's framework will be unique to that group although it is likely that commonalities will emerge as well.

VI. The facilitator will need to allow approximately 20-30 minutes for the groups to accomplish the above tasks. Groups which finish first may be given a short break to allow others time to finish. The facilitator may help in the early key word identification phase by asking questions to stimulate thinking. However, if groups are functioning well, the facilitator should remain only as an observer and not intervene to make technical suggestions. It's up to the group to produce the framework. If a group truly has a difficult time, it should be suggested that they send a person or two to view how the other groups are proceeding.

VII. The facilitator should provide for interchange of ideas among groups by encouraging all participants to seek clarification, to ask additional questions or even to challenge other groups' frameworks. The debriefing period should allow 2-3 minutes for each group to explain its framework and to field several questions.

IX. The facilitator may wish to conclude the exercise by noting some of the frameworks listed in the resource section below. The trainer may, likewise, choose to indicate how such frameworks could be utilized at the local field operational level (as a means for planning, evaluation, promotion of concept, etc.)

Special Notes/Instructions

Some prior knowledge of community education is deemed desirable before attempting this exercise. It is recommended that you "field test" this exercise with a small group of people (4-6) before trying it out on large numbers of people.

Supplemental Reading/Resources

Decker, Larry E. "Community Education: The Need for Conceptual Framework," N.A.S.S.P. *Bulletin,* November, 1975.

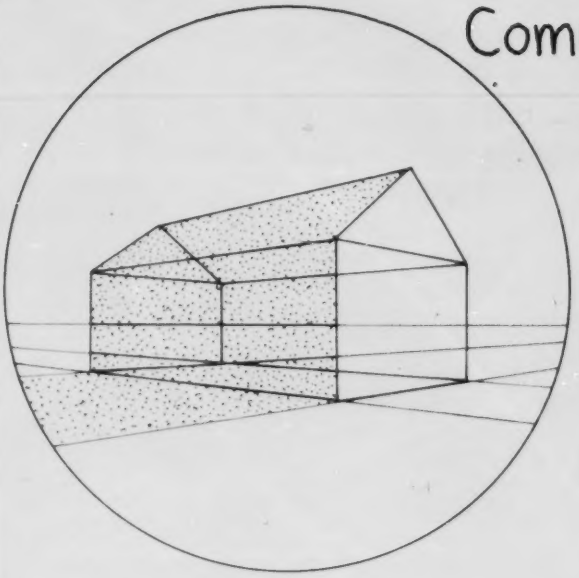
Kerensky, V. M. & Melby, Ernest O. *Education II—Revisited,* Midland, Michigan: Pendell Publishing Company, 1975, pp. 178-188.

Minzey, Jack D. "Community Education—Another Perception," *Community Education Journal,* May/June 1974.

Olsen, Edward G. and Clark, Phillip A. *Life-Centering Education,* Midland, Michigan: Pendell Publishing Company, 1977, pp. 90-100.

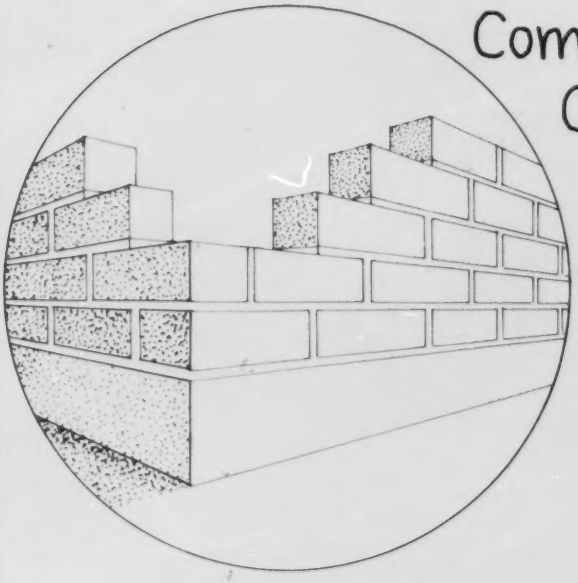
Weaver, Donald C. "The Emerging Community Education Model," Flint, Michigan: N.C.E.A. 1972.

Trainer Notes:



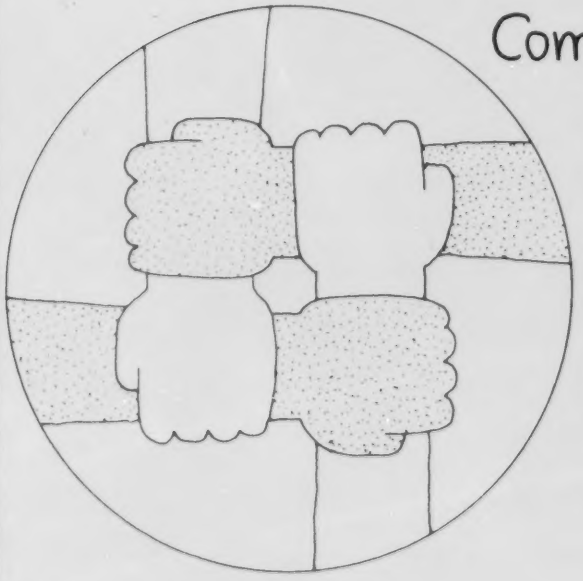
Community Education Framework

Encouragement of Self Help
Enrichment
Service Coordination
Total Flexibility
Entertainment
Responsive Action
Everyone's Developement
Community Involvement
Personal Outreach



Community Education Under Construction by You

Community Involvement
Effective Continuing Education
Fostering Community Spirit
Services Coordination
Individual and Collective Growth
Identification of Needs
Utilizing Resources and Facilities



Community Education's Foundation (The People)

Local School
Advisory Council
Public Service Agencies
Volunteers - Teachers
Learners
Physical Resources of Community
Funding Sources

17. FORMING CONSULTING TEAMS FOR CREATIVE PROGRAMMING IDEAS*

Goals

I. To develop an atmosphere for the encouragement of creative ideas.

II. To enable participants to develop new programming ideas.

Group Size

Approximately 12-20 people in task groups of 3 people per group.

Time

45 minutes to one hour

Materials

I. Large size newsprint or butcher paper (two sheets per group).

II. Variety of magic markers (minimum one per small group).

III. Masking tape or adhesive to display finished products.

Physical Arrangements

I. Sufficient working room is provided for task groups of 3 people to be clustered.

II. Hard surface tables, desks, or the floor is used in order to accomplish the task.

III. There should be sufficient wall space to display all finished products.

The Facilitative Procedure

I. The facilitator notes the goals of the exercise before the assembled participants. He/she may wish to note also how difficult it sometimes seems to be to generate new and creative ideas. People must be encouraged to discard old habits so that some rather wild thinking about future possibilities might emerge. This exercise is designed to enable participants to have "fun" as well as to arrive at new programming ideas for community educators. Participants will also have an opportunity to make some "money" in the process.

II. The facilitator then explains that consultants are often hired to perform specialized functions by an organization. In this exercise each of the participants is going to be a member of specialized consulting teams hired for the purpose of coming up with new programming ideas. The participants suggesting the best ideas will receive payment for services.

III. The facilitator then arranges participants into consulting teams of three people each and assigns a work space. Magic markers and two sheets of newsprint are distributed to each of the consulting teams. The members of each consulting team must work together to come up with new programming ideas.

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*Developed by John Warden.

IV. The facilitator then asks each consulting team to arrive at a "company name." Allow approximately five minutes for each of the teams to select a name and have each team place that name on the top of the newsprint.

V. The facilitator then explains the procedure to be completed as follows:

"All of you are now formed into consulting teams. You each have a name. For the next 25 minutes each consulting team is to generate as many ideas as possible regarding innovative and creative programming for community education. (Hopefully, 30-40 suggestions will emerge.) Have fun in this exercise and don't be afraid to consider 'wild' suggestions. After 25 minutes we will reconvene in one large group and post the individual consulting teams' lists on the walls next to each other. At this time each participant will have an opportunity to 'buy' ten ideas at a rate of $100 per idea. Therefore, please leave sufficient room next to your ideas for 'buyers' initials. The object of the exercise is to sell as many of your team's consulting ideas as possible. Rules with regard to how ideas can be bought will be explained later in this exercise. Now get to work thinking creatively about programming ideas. Let your imagination run wild."

VI. The facilitator may wish to circulate around the room to insure that each team maintains a task focus on programming ideas and records all such suggestions. Consulting teams are not permitted to "trade ideas" during this phase of the procedure.

VII. Once consulting teams have completed the task, allow a five minute break while the facilitator places all the lists next to each other on the blackboard or wall with the use of masking tape.

VIII. Reconvene the total group and explain the next procedure as follows:

"We are now ready to see how well each of the consulting teams can sell their ideas in an open market place. Each of you is to assume the role of a community educator who wants to buy *ten* good programming ideas at $100 per idea. You are to look over the entire lists from all of the consulting teams and begin to pick out ten ideas you like best. Once you have selected them please place your initials (name of person) next to all ten items. We will then be able to see which of the consulting teams were able to make the most money. Please pay special attention to the "rules of the game."

IX. The facilitator explains the "rules of the game" as follows:

1) Participants *may not* purchase ideas from their *own* consulting team.

2) Participants can only purchase *10* ideas at $100 per idea. No one need spend all $1000 ($100 x 10) if they choose not to do so. However, participants may not give their "money" to someone else.

3) No talking is permitted prior to or during the "buying" phase.

4) No political "trade offs" (you buy our ten and we'll buy yours) are permitted.

5) "Buy" the best ideas, those which you think have merit and possibility.

6) You may "buy" an idea which someone else is also buying (several programming ideas may thus accumulate $400-$500 or more).

7) Make sure to place your initials next to all ideas that you buy. Use a pen or magic marker.

8) You will have ten minutes to complete this buying phase.

X. Upon completion of the individual participant buying phase, the facilitator counts up each of the initials and multiplies times $100 to arrive at each individual team's consulting success. Results of the total money earned can be written next to the consulting team's name.

XI. Large group discussion can follow, focusing upon: 1) ideas which seemed to accumulate good support, 2) the use of consulting teams for other purposes, and 3) general reaction to the exercise.

Variations

I. The same procedure can be utilized for the purposes of generating ideas with regard to: a) innovative community involvement approaches, b) K-12 curriculum linkage, c) interagency cooperation, d) training designs for community educators, or a host of other possibilities.

II. The "buying" section of this exercise can be deleted if time will not permit. Its purpose is primarily to narrow the lists into feasible priority areas and to allow each group to see how well their ideas were accepted by others. Eliminating this phase of the exercise eliminates the element of competition and instead focuses primarily upon coming up with ideas without any screening process.

III. Ideas can be listed on 3" x 5" role cards or slips of paper rather than large sheets of paper. Company consulting names can be written on the reverse side. This allows for mixing up the ideas, loses identity of the creators until the end, and permits manipulation of the ideas into a single list.

Special Notes/Instructions

This exercise is designed to encourage "creative competition" and be fun at the same time. The facilitator should so direct the procedure.

Supplemental Reading/Resources

Adams, James. *Conceptual Blockbusting,* San Francisco: W. H. Freeman and Company, 1974.

Biondi, Angelo M., Editor. *Have an Affair with Your Mind,* Great Neck, New York: Creative Synergetic Associates, 1974.

Lemke, Gary Kai and Andres, Hans A. "Business, Industry and Agency Commitments of a Community College," *Community Education Journal,* Jan./Feb., 1975.

Northwest Community Education Development Center, "Topical Listing of Activities" and "Some Special Events for Community Schools," mimeographed, no date.

"Why Man Creates," an exciting, short color film focusing upon the creation of ideas throughout history and utilizing a cartoon format.

Trainer Notes:

18. ELEMENTS OF SUCCESSFUL COMMUNITY INVOLVEMENT*

Goals

I. To broaden participant understanding regarding the factors which contribute to successful community involvement vehicles.

II. To enable participants to assess a particular community involvement vehicle with regard to these elements.

Group Size

Any size group, preferably 10 or more people; exercise is completed individually by participants with open large group discussion following.

Time

Approximately 15-25 minutes.

Materials

I. Individual copies of "Elements to Successful Community Involvement" rating sheet for each participant.

II. Pens or pencils to complete the rating sheets.

Physical Arrangements

I. Desks or tables are used to complete the rating sheets.

II. A circular or other suitable seating pattern should be provided to permit interaction and discussion upon completion of the rating sheets.

The Facilitative Procedure

I. The facilitator indicates that there is a variety of factors or elements which can contribute significantly to community involvement efforts. While the specifics of the local situation determine each element of the action planning, general common elements can contribute to successful involvement. The purpose of this exercise is to compare a specific involvement approach with which participants have some knowledge, to a general elements approach.

II. The facilitator asks each participant to think of a particular involvement vehicle (e. g., public forums, ad hoc task groups, advisory committees, etc.). Ask participants to keep this vehicle in mind in evaluating its characteristics with regard to the rating sheet "Elements to Successful Community Involvement."

III. Distribute rating sheets along with pens or pencils if needed. Allow participants 5-10 minutes to check off those elements which can be identified with their specific involvement approach.

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*Developed by John Warden.

IV. The facilitator then asks for a "show of hands" for the number of people who have checked five or more elements. Next, ask how many checked 10. . .15. . .perhaps 20. As the facilitator raises the number, the number of hands will decrease. When only 3-4 people still have their hands raised, ask each of them to describe the involvement vehicle which they had in mind and to explain a few details. The facilitator might also wish to focus on people with fewer than five checks to determine those vehicles as well. The facilitator may wise to conclude the exercise by asking the participants to identify additional elements that may contribute to successful community involvement.

RATING SCALE RESULTS

0-4	Look for another vehicle next time
5-8	Needs improvement
9-14	You're on the right track
15-21	Congratulations, keep up the good work
22+	Who's kidding whom?

Variations

I. Rather than starting with a predetermined list or rating sheet, the facilitator might opt for allowing the group to produce its own list of elements. Spend ten minutes brainstorming a list and then have each participant evaluate a citizen vehicle on these criteria alone.

II. A completely opposite approach is to focus upon elements which contribute to the downfall of citizen involvement efforts or the negative aspects. Normally it is much easier to identify elements associated with citizen involvement approaches which are wrong or unhealthy. The facilitator can spend ten minutes with the entire group generating such a negative list. Next, proceed to turn the negative list into a positive one by asking what could be done to insure that these occurrences are rare.

Supplemental Reading/Resources

Green, Lee. "Process Before Program for Community Involvement," *Community Education Journal*, May/June 1975.

Interaction Associates, "Elements for Successful Community Involvement and Systemic Change," San Francisco: Interaction Associates, 1973.

Tumin, Melvin M. "Some Social Requirements for Effective Community Development," *Community Development Review*, December, 1958.

Warden, John W. *Citizen Participation. . .What Others Say. . .What Others Do. . .* Charlottesville, Virginia: Mid-Atlantic Center for Community Education, 1977.

Trainer Notes:

Elements of Successful Community Involvement

A Rating Sheet

Listed below is a variety of factors which may contribute to successful community involvement efforts. Please think of a specific involvement vehicle or approach (e. g., advisory council, public forum, charrette, neighborhood association) that you are aware is (or was) in operation within your own community. Perhaps it is one with which you are presently involved or one which took place several years ago. Keep in mind that one particular vehicle and check (√) the appropriate number of items which that vehicle was addressing or is presently undertaking. Check only those items which apply to your specific example. Wait for further instructions from the facilitator upon completion of the checklist.

Specific involvement vehicle _____

_____

My involvement vehicle has. . .

( ) 1. Procedures for setting common goals.

( ) 2. Set of shared goals

( ) 3. Opportunities for specific, immediate successes.

( ) 4. Provision for long term planning and goals.

( ) 5. Training component.

( ) 6. Encouragement and support from decision makers.

( ) 7. Direct link to decision makers.

( ) 8. Assessed constraints.

( ) 9. Self-renewal and self-evaluation opportunities.

( ) 10. Sense of ownership by participants

( ) 11. Small group personal approach.

( ) 12. Concentric rings of involvement (always expanding).

( ) 13. Provision for spectacular or fun events.

( ) 14. Provision for early involvement of those directly affected.

( ) 15. Heterogeneous groups.

( ) 16. Open and visible involvement process.

( ) 17. Provision for problem solving.

( ) 18. Sense of political relativity (degree of influence and power, political awareness.)

( ) 19. Provision for interface agent (someone who links).

( ) 20. Win/win solution orientation.

( ) 21. Proper utilization of time.

( ) 22. Individual growth opportunities.

( ) 23. Open communication to the broader public.

( ) 24. Recognition of the uniqueness of the situation and people involved.

19. PRIORITIES FOR THE COMMUNITY EDUCATION COUNCIL*

Goals

I. To encourage participants to view the community education council's role in a priority perspective with regard to tasks.

II. To uncover participant biases as to the relative importance of each of the tasks which may be performed by a council.

Group Size

Any number of participants who can be clustered into groups of 4-6 people.

Time

Approximately one hour to one and one-half hours.

Materials

I. Individual copies of the "Priorities for the Community Education Council" rating sheet for each participant.

II. Pencils or pens for participants to complete the rating form.

Physical Arrangements

I. Participants need tables or desks to complete the reaction sheets individually.

II. Chairs and tables should be movable to allow the formation of small work groups to compare reactions and to arrive at group consensus.

The Facilitative Procedure

I. Refer to "Priorities For The Community Education Coordinator" (Number 12) for the same facilitative procedure.

Special Notes/Instructions

This exercise utilizes the same procedures outlined in "Priorities for the Community Education Coordinator" and "Activating Community School Education: A Simulated Planning Exercise." As a result, care should be exercised in not utilizing this procedure too often with the same participants.

Supplemental Reading/Resources

"The Community Council." A film produced for the C. S. Mott Foundation. Available from most regional and cooperative community education centers around the country.

Trainer Notes:

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*Developed by Dave Santellanes and John Warden.

Priorities for the Community Education Council

Introduction

A Community Education Council is a representative group of citizens who meet to coordinate and plan for Community Education development. It provides invaluable information to the Community School Coordinator for program development. While there is no single, proven strategy for activating the Community Education process in every community, there are certain tasks required of Community Education Council members in order to provide impetus for this process.

Situation

You have become a member of a Community Education Council which is attempting to provide direction for a Community Education program. You must determine which of your tasks deserves top priority.

Instructions: Phase I

This is an exercise in role clarification for Community Education Council members. Your task is to determine the relative importance of various tasks performed by Council members. Listed below are some tasks which the Community Education Council member may be asked to perform.

First, place a letter in the appropriate column to indicate your priority for each of the indicated tasks. Approximately one-third of the tasks should receive high, medium, or low priority ratings.

H – High priority task
M – Medium priority task
L – Low priority task

Second, review all of those tasks which you identified as deserving a high priority (H) by Community Education Council members and star (★) the *one*, single task which you feel is the *most important* for Community Education Council members.

Third, review all of those tasks which you identified as deserving a low priority (L) by Community Education Council members and place a check (√) next to the *one,* single task which you feel is the *least important* for Community Education Council members.

Instructions: Phase II

You will then join a small group to reach a group consensus on the list. Indicate your small group's consensus in the appropriate column using the same code outlined in Phase I.

Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with everyone's complete approval. Try, as a member of the group, to make each ranking one on which *all* members can at least partially agree. Think big! The following are guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic, research, and knowledge.
2. Avoid changing your mind *only* in order to reach agreement and to avoid conflict. Support only solutions with which you are able to agree somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as hindrances in decision making.

Tasks	*your rating*	*your group*
1. Study and form action groups around community problems and issues.	_____	_____
2. Develop effective communication networks with the community.	_____	_____
3. Establish Community Education procedures, e.g., building usage.	_____	_____
4. Establish school district policy.	_____	_____
5. Conduct community surveys.	_____	_____
6. Identify and recruit volunteers.	_____	_____
7. Assist in class/activity registration.	_____	_____
8. Represent the Community Education Council at other community functions.	_____	_____
9. Set program goals and objectives.	_____	_____
10. Assist in evaluation of the Community Education program.	_____	_____
11. Raise funds to support Community Education programs/projects.	_____	_____
12. Publicize Community Education activities.	_____	_____
13. Personally supervise Community Education activities.	_____	_____
14. Develop a Community Education newsletter.	_____	_____
15. Maintain records of council proceedings.	_____	_____
16. Disseminate the philosophy of Community Education.	_____	_____
17. Maintain communications between school and community.	_____	_____
18. Seek involvement of new people in Community Education activities.	_____	_____
19. Others (specify)_____	_____	_____
_____	_____	_____
_____	_____	_____

20. ROLE PERCEPTIONS AMONG ROLE GROUPS*

Goals

I. To uncover role perceptions of various groups toward each other.

II. To enable role groups to respond to those perceptions.

Group Size

Any size group provided there are sufficient numbers of recognizable role groups (community school coordinators, teachers, administrators, etc.). A minimum of five to seven people per role group is desirable.

Time

Approximately one and one-half to two hours.

Materials

I. Sufficient newsprint or butcher paper (one tablet per role group).

II. Magic markers or crayons for each role group.

Physical Arrangements

I. Several small rooms are necessary to permit each role group to have privacy in its discussions.

II. There should be enough chairs for all participants.

III. One large room which can serve as the major convening and reconvening area is needed.

The Facilitative Procedure

I. The facilitator explains the purposes of the exercise as outlined above. He/she then takes a quick poll of the number of people who are in attendance and in what roles. A decision will need to be made by the facilitator or participants with regard to who will be in which role groups. Try not to have groups which are too small.

II. Before sending the groups into separate rooms, the facilitator explains the following task to all members and then asks for any needed clarification.

"Your task as a role group is 'twofold.' First, you are to make a master list indicating each of the other role groups' relationship to community education. Make this list as complete as time will permit (about 30 minutes). Second, you are to list how you perceive your *own role* in its relationship to community education (20 minutes). Total group consensus is not required. After completing these two tasks we will take a short break and then reconvene as a large group to share perceptions. Please select a person to make a five minute presentation to the large group."

III. Assist the groups as need arises. Help them maintain a task focus and encourage the generation of as many ideas as possible. Serve as time keeper and suggest a shift from the first to second task if the group fails to do so. Also remind groups when there are

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*Developed by Northwest Community Education Development Center Staff.

only five or so minutes left to allow for any last minute ideas to be generated quickly.

IV. Reconvene the large group and enable a representative from each group to give their perceptions of both the other role groups and themselves. Encourage discussion and interchange among participants. Allow participants to respond to presentations. (Length—30 to 45 minutes depending upon size of groups and number of participants.)

Variations

I. Delete either first or second task to save time.

II. Utilize exercise by Kaplan ("Performing Effectively As A Community Education Coordinator," Number 12) and have various groups prioritize coordinators' tasks. Compare results of groups who are community council members, school principals, coordinators, etc. Role playing of roles can be done if various participant groups are not available or present.

Special Notes/Instruction

This exercise can be utilized with a large group of eighty to one hundred participants. However, role areas must be identified in advance for successful planning and time considerations. If one role group is too large the facilitator may encourage the role group to sub-divide into smaller discussion groups. Eight to ten people per role group is a number worth working toward.

Supplemental Reading/Resources

Cwik, Peter,et. al. *The Advisory Council,* Flint, Michigan: N.C.E.A. , 1975.

Cwik, Peter,et. al. *The Community School Director,* Flint, Michigan: N.C.E.A., 1975.

Decker, Larry E & Virginia A., editors. *Administrators' and Policy Makers' Views of Community Education,* Charlottesville, Virginia: Mid-Atlantic Center for Community Education, 1977.

Edwards, Pat and Parsell, Stuart. "The Community School Director—A Changing Role," *Educational Considerations,* Spring 1977.

Hager, Donna L., et. al. *Community Involvement for Classroom Teachers,* Charlottesville, Virginia: Community Collaborators, 1977.

Melby, Ernest O. "Approaches To Role Change in Community Education," *Phi Delta Kappan,* November, 1972.

Seay, Maurice F., et. al. *Community Education: A Developing Concept,* Midland, Michigan: Pendell Publishing Company, 1974.

Selected handouts on specific role areas from community education centers.

Trainer Notes:

21. COUNCIL/COORDINATOR ROLE IDENTIFICATION IN COMMUNITY EDUCATION*

Goals

I. To develop an understanding of a variety of action responsibilities normally associated with community councils and coordinators.

II. To uncover participant biases regarding those functions which should be performed by councils and coordinators.

Group Size

Any number of people who can be clustered into groups of 4-6 people.

Time

Approximately one hour.

Materials

I. Individual copies of the "Role Identification" rating sheet for each participant plus one additional copy for each of the small groups to record group preference.

II. Pencils or pens for participants to complete the rating forms.

Physical Arrangements

I. Participants need tables or desks to complete the reaction sheets individually.

II. Chairs or tables should be movable to allow the formation of small work groups to compare reactions and to arrive at group consensus.

The Facilitative Procedure

I. The facilitator introduces the exercise by noting the importance of a community council and coordinator to successful implementation of community school education. The facilitator should also note that misunderstandings can develop between these two role groups when a clear discussion has not been undertaken with regard to role responsibilities of each group. The purposes of this exercise should then be explained as outlined above.

II. "Role Identification" reaction sheets are distributed to individual participants and they are informed that they will have approximately 15-20 minutes to read and complete the form. Be prepared to answer any questions at this time.

III. Make a special point to indicate that the instructions read "indicate whose *primary responsibility* it is to perform these tasks." Many people will otherwise check the "both" column for all the activities. Again, what you are trying to do is to get people to discriminate between who does what.

IV. Also indicate that participants can add additional task statements.

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*Developed by Dave Santellanes and John Warden.

V. As people finish the individual forms, begin to cluster them into working groups of 4-6 people. Early finishers can be clustered together so that they can proceed with the small group rating. Make sure that everyone joins in a small group for the completion of the group rating.

VI. A larger group discussion should follow the group meetings to discuss major differences and to allow time for feedback on the exercise to be aired.

VII. Following this exercise, the facilitator may wish to show either of the two C. S. Mott Foundation films on community councils or the community coordinator.

Variations

I. After participants have individually completed the role identification sheets, the facilitator can have participants prioritize all those tasks listed for each of the two groups to determine a rating on the relative importance placed upon those tasks.

II. Rather than supplying this structured list of tasks, the facilitator can choose to generate the list from the participant groups. This requires more knowledge about role possibilities; also, small group interaction takes more time. However, more differences of opinion are likely to emerge through the use of this procedure.

III. Rather than dividing into small groups, the facilitator can form one large group and proceed to discover how individuals responded. If such a process is used differences of opinion should be aired openly without trying to force one large group decision regarding the roles.

IV. If the facilitator is working with coordinators and community council members on this exercise, he/she may wish to form small homogeneous group clusters to determine if perceptions differ among role groups.

Special Notes/Instructions

Many of the tasks listed in this exercise are program and administrative oriented in nature.

Supplemental Reading/Resources

A Guide for Community School Advisory Councils, San Diego: California Center for Community Education Development, 1975.

"The Community Council" and "The Community School Coordinator." Films produced for the C.S. Mott Foundation and available from most community education centers around the country.

Kaplan, Michael and Warden, John. *Community Education Perspectives*, Midland, Michigan: Pendell Publishing Company, 1978.

Nance, Everette E. *The Community Council*, Midland, Michigan: Pendell Publishing Company, How-to-Series, 1976.

Trainer Notes:

Role Identification

The following tasks, not all inclusive, help facilitate the Community School Education process. These tasks require the action of either the Community School Coordinators, Community School Council, or both. Indicate whose *primary responsibility* it is to perform these tasks.

	(please check)		
	CO-ORDINATOR	COUNCIL	BOTH
1. Develop building supervision procedures.	( )	( )	( )
2. Maintain program records.	( )	( )	( )
3. Schedule classes and activities.	( )	( )	( )
4. Identify, recruit and train volunteers.	( )	( )	( )
5. Provide inservice training for Community School staff.	( )	( )	( )
6. Set program goals and objectives.	( )	( )	( )
7. Assist in class/activity registration.	( )	( )	( )
8. Conduct community needs assessments.	( )	( )	( )
9. Develop program evaluation procedures.	( )	( )	( )
10. Develop program budget.	( )	( )	( )
11. Obtain program financial support.	( )	( )	( )
12. Disseminate the philosophy of Community Education.	( )	( )	( )
13. Maintain communications between school and community.	( )	( )	( )
14. Facilitate interagency cooperation.	( )	( )	( )
15. Develop a Community School newsletter.	( )	( )	( )
16. Publicize Community School activities.	( )	( )	( )
17. Seek involvement of new people in Community School activities.	( )	( )	( )
18. Assist in program evaluation.	( )	( )	( )
19. Coordinate interagency efforts.	( )	( )	( )
20. Make recommendations to school system relative to program development.	( )	( )	( )
21. Other _____	( )	( )	( )
22. Other _____	( )	( )	( )
23. Other _____	( )	( )	( )
24. Other _____	( )	( )	( )
25. Other _____	( )	( )	( )

22. COMMUNITY PROBLEM-SOLVING STEPS*

Goals

I. To build participant awareness of the various steps associated with problem solving.

II. To encourage the actual development of a problem solving framework which includes these steps.

Group Size

Fifteen to thirty participants with task groups of 4-6 people per group.

Time

Approximately 30-45 minutes.

Materials

I. Medium-sized sheets of newsprint or butcher paper (one per small group).

II. Magic markers or crayons (one per group).

III. Specifically prepared 3 x 5 role cards which contain various individual problem-solving steps. A complete set of seven cards should be available for each person. A set consists of seven cards each containing a key word: (1) accept, (2) analyze, (3) define, (4) ideate, (5) select, (6) implement, and (7) evaluate. On the opposite side of the key word cards (other side of the 3 x 5 card) will be a definition of the step in short detail. (See attached support material which can be photocopied, cut and taped to make the problem solving cards.)

IV Clear adhesive tape for each group.

Physical Arrangements

I. Participants are divided into small work groups of 4-6 people.

II. Small round tables or a comfortable floor is used for working space for each group.

III. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator emphasizes the importance of viewing problem-solving as a step-by-step procedure. Without such a framework, people often "jump" from problem to solution without really understanding the problem or possible alternatives. Results involve very little creativity and problems tend to assume negative connotations. This need not be the case. Through the use of a problem solving framework, participants have the assistance of a "road map" to help guide them along the way. It not only helps insure that people don't get lost, but also helps participants get started from the same place.

II. The facilitator then outlines the goals of the exercise in words similar to those outlined above.

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*Developed by John Warden.

III. Participants are next divided into smaller working groups of 4-6 people. Butcher paper and magic markers are distributed to each of the groups at this time.

IV. The facilitator next distributes to each participant in the small group a complete set of 3" x 5" cards which have been specially prepared for the exercise. Included are seven cards with words: (1) accept, (2) analyze, (3) define, (4) ideate, (5) select, (6) implement and (7) evaluate. Mix these cards so that when they are distributed they are in no particular order. On the reverse side of these cards should be a few short definitions of the terms. (See related materials for sample cards and definitions.)

V. The facilitator asks each person to "get to know" each card by looking at the key words and the definitions listed on the reverse side. Allow five minutes or so for this part of the exercise. Members may discuss with each other their own understanding of what the key words (steps) mean. Receive feedback from participants as to their readiness to proceed to the next step.

VI. The facilitator now explains the task as follows:

"This is an exercise in establishing a problem-solving framework or sequence of steps. You each have before you seven different but interrelated steps to problem solving. Your task as a group is first, to reach an understanding regarding the intent behind each step. Once the group has discussed all seven cards, you are next instructed to lay these cards out in a sequence, arranging them in some flow procedure (what leads to what). You may utilize any word *more than once* if you so desire. Take the cards and physically arrange them on newsprint and re-arrange until the group has agreed to a problem-solving framework. You have approximately 20 minutes to complete this task. Once you have agreed upon a problem-solving framework, tape the cards to the newsprint and select a spokesperson who will explain your framework to the other groups. If you need assistance, please ask the facilitator for help."

VII. Reconvene the groups and allow a representative from each group 2-3 minutes to explain their framework. As a facilitator you may wish to compare and contrast perspectives as they emerge. Encourage participants to develop an actual framework for their own personal work habits and also a community problem-solving framework as well. If time permits, this entire exercise can be directed toward finally taking a specific problem and "running it through" the exact framework that participants have developed. This can normally take half a day or longer. Specific problem-solving tools related to each of these problem-solving steps can also be suggested (see resources section).

Variations

1. Rather than distributing a complete set of seven 3 x 5 cards to each person, one set per group can be used. Allow for additional time for the groups to become familiar with the words and obtain a working group consensus on their meanings. Extra cards will still be needed because several groups may wish to utilize a particular word more than once in developing their group problem-solving frameworks.

Special Notes/Instructions

This exercise requires advance planning in the preparation of the 3 x 5 cards listing the problem solving steps. Actual words and definitions can be made by photocopying the attached material and taping the material to the 3 x 5 cards.

Supplemental Reading/Resources

Creative Problem Solving Institute, c/o Creative Education Foundation, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, N. Y. 14222.

Koberg, Don and Bagnell, Jim. *The Universal Travelers*, Los Altos, California: William Kaufman, Inc. 1972.

Osborn, Alex F. *Applied Imagination*, New York: Charles Scribner's Sons, 1963.

Parnes, Sidney J. *Creative Behavior Workbook and Creative Behavior Guidebook*, New York: Charles Scribner's Sons, 1967.

Winecoff, Larry and Powell, Conrad. *Focus: Seven Steps to Community Involvement in Educational Problem Solving*, Midland, Michigan: Pendell Publishing Company, 1975.

Trainer Notes:

Problem Solving Steps*

Cut Outs

KEY WORD	DEFINITIONS
accept situation	To state initial intentions; to accept the problem as a challenge; to give up our autonomy to the problem and allow the problem to become our process.
analyse	To get to know about the ins and outs of the problem; to discover what the world of the problem looks like.
define	To decide what we believe to be the main issues of the problem; to conceptualize and to clarify our major goals concerning the problem situation.
ideate	To search out all the ways of possibly getting to the major goals. Alternatives.
select	To compare our goals as defined with our possible ways of getting there. To determine the best ways to go.
implement	To give action or physical form to our selected "best ways."
evaluate	To determine meaning, progress or value as it has been derived from the entire process.

*Source: Koberg & Bagnell, *The Universal Traveler*. Los Altos: William Kaufman, 1975, p. 17.

23. ROLE-PLAYING AND VOLUNTEERISM
"THE MYSTERY OF THE MISSING VOLUNTEER"
and
"THE MESS THAT MESSED UP EVERYTHING"

Goals

I. To generate problem-solving discussion regarding volunteer problems.

II. To enable participants to assess specific behavior patterns, both helpful and harmful, in dealing with volunteer problems.

Group Size

Fifteen to twenty people with three participants required for each of the role-playing exercises. Other participants act as observers.

Time

Approximately 20 minutes for each role-playing exercise.

Materials

I. Three copies of the problem statement for each of the role-playing exercises.

II. One copy of each role outline.

Physical Arrangements

I. The role-playing exercises can either be "done in the round" or with players on a stage. Role-playing participants may stand or be seated with the remaining participants seated away from a stage or action area.

The Facilitative Procedure

I. The facilitator asks for three volunteers (or six if both exercises are to be used) to help in the exercise. After the proper number have been secured, he/she informs the participants that they are to be part of an exercise on volunteering. More specifically, they will role-play a volunteer problem and attempt to solve a common volunteer-related problem.

II. The facilitator distributes the volunteer problem information sheet to each of the players along with their roles.

III. The facilitator encourages people to watch for behavior which is helpful and/or harmful in resolving the volunteer problem, making notes on individual note paper when the need arises. The facilitator instructs role-playing participants that they have about ten minutes worth of actual "playing" to undertake. They may proceed after they have had a chance to establish themselves in position and determine who shall start first.

IV. The debriefing period can focus upon 1) the manner in which the problem was resolved, 2) specific helpful and harmful behavior, or any number of other areas. Make sure any

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*Developed by Chris Laing and John Warden.

discussion with respect to behavior is directed toward the behavior pattern rather than the individual person who demonstrated that behavior. This keeps the discussion on behavior not individuals.

Variations:

I. Allow volunteer role players to design their own problem and own roles. Allow for extra time.

II. Don't ask for volunteers, but rather select specific individual participants who either match or do not match the roles indicated.

Supplemental Reading/Resources

Carter, Barbara and Dapper, Gloria. *School Volunteers: What They Do/How They Do It.* New York: Citation Press, 1972.

National Center for Voluntary Action, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.

National School Volunteer Program, 300 N. Washington St., Alexandria, Virginia 22314.

National Council of YMCA's, *Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups,* LaJolla, California: Learning Resources Corporation, 1974.

Winecoff, Larry & Powell, Conrad. *Organizing A Volunteer Program,* Midland, Michigan: Pendell Publishing Company, How-to-Series, 1976.

Trainer Notes:

General Problem Statement

Problem #1

You are part of a Community School that has been in operation for about one year. The people who have kept things going all year are the active members who have been around since the beginning. In trying to organize the Spring program you are mysteriously faced with the old "missing volunteers" dilemma. The Coordinator is distressed over having no leaders lined up and is discussing the situation with a council member when a volunteer stops by to tell them he/she plans to be considered an ex-volunteer after Winter programming is done.

Coordinator Role Card Outline

Coordinator

As a coordinator you feel:

–burned out–considering a transfer
–few personal rewards
–over-extended
–that the volunteer program has been a secondary priority but you want to improve it.

Volunteer Role Card Outline

Volunteer

As a volunteer you feel:

–burned out
–few personal rewards
–other commitments
–that no one noticed whether you were there or not
–that no supervision or training was provided
–that you received no feedback.

Council Member Role Card Outline

Council Member

You are a new Council Member who:

–recently moved into the neighborhood
–has volunteered to teach a class
–volunteered at the school he moved away from
–truly wants to promote a healthy volunteer program
–has enthusiastic ideas but is naive

General Problem Statement

Problem #2
The Mess That Messed Up Everything

The Coordinator walks into the staff room early Tuesday morning to find a teacher deep in the midst of a heated discussion with the Principal. The teacher is heard to say, "Everyday I come into *our* room to find it a mess—cigarette butts in the ash trays, coffee cups on the counter, and chairs disarranged. This morning I found *my* coffee cup had been used. I know it's those flaky night volunteers. Can't something be done?"

Coordinator Role Card Outline

Coordinator

As a coordinator you:

- –are somewhat uptight and defensive
- –seek to involve others in problem solving
- –lack a sense of accomplishment
- –believe strongly in the role and need for volunteers
- –are willing to do battle over issues if the need arises

Teacher Role Card Outline

Teacher

As a teacher you:

- –are nasty and moody sometimes
- –don't support community schools
- –are truly concerned with order and discipline
- –are easily agitated into a fight
- –are not open to getting involved in helping solve the problem
- –have a long list of complaints
- –enjoy teaching very much

Principal Role Card Outline

Principal

As a principal you:

- –are mean with most people
- –have little time for such trivial discussions
- –feel that the whole problem is outside your role
- –are concerned about next year's budget
- –are short with your temper

24. CHARTING COMMUNITY EDUCATION DECISIONS THROUGH THE USE OF A ROLE MATRIX*

Goals

I. To develop an understanding of important decisions and role groups in the functioning of a community education operation.

II. To investigate the relationship among various role groups with regard to these decisions.

III. To demonstrate a procedure that can be utilized at the local, field operational level to clarify roles and decisions.

Group Size

Approximately 12-20 people with clusters formed of 3-4 people per group.

Time

One and one-half to two hours.

Materials

I. Large sheets of newsprint or butcher paper (at least one per small group).

II. Felt tip pens (magic markers may prove to be too large for this exercise).

III. Masking tape or other adhesive to display finished products.

IV. Sample copies of role matrix form and code for each participant.

Physical Arrangement

I. Participants are divided into small work groups of 3-4 people.

II. Small tables or a comfortable floor is used for working space for each group.

III. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator begins by explaining that there are a variety of "key factors" (role groups) and decisions which interact in the operation of any community education effort. The difficulty is that we sometimes have a hard time understanding how various people are to be involved with regard to decisions that must be made. Yet making decisions is very important to the success or failure of most organizations. Who makes what decisions, and who is accountable to whom, are rightful concerns of people within all types of organized efforts. Community education is no different in this respect. Yet organizational charts often don't show actual relationships with regard to key decisions. They only show relationships among people with the decisions implied with the people. The purpose of this exercise is to have you determine the key decisions which must be made within a community education effort as well as which of various role groups shall be involved and

*Developed by John Warden.

how. We will do this through the use of a decision-making matrix linking decisions with key role groups.

II. The facilitator should then explain that the nature of any matrix is to serve as a tool to focus upon relationships. On one axis is placed a key element, such as decisions, which is to be shown in relationship to another (in this case role groups). As a result, a matrix is formed as follows:

DECISIONS	ROLE GROUPS								
1.									
2.									
3.									
4.									

The facilitator may choose to draw this diagram on the blackboard or newsprint to illustrate the point.

III. Once a sketch of a matrix has been formed, it is possible to fill in the details. For example, on the left hand side we can begin to list key decisions that need to be made in community education (e. g., programming decisions, budget decisions, building usage guidelines). We can also begin to identify key role groups that may in some way be involved in these decisions and list them along the top of the matrix on the right hand side (e. g., council members, teachers, community education coordinators, school board).

	ROLE GROUPS				
DECISIONS	Community Council	Teacher	Coordinator	School Board	etc.
1. programming					
2. budget					
3. building usage					
etc.					

Through the use of a "key" or code various kinds of influence patterns can be plotted on the chart. This exercise will help you determine the relationship between various actors and decisions through the use of a matrix and a coding system.

IV. The facilitator should then divide the group into small work groups of 3-4 people each and have each group establish a working space separate from the others. Sample blank matrices should be distributed and questions should be answered with regard to the idea of a matrix if it remains unclear. Butcher paper and felt pens should also be distributed.

V. The facilitator then explains that each small group will now have an opportunity to develop its own matrix. Each group will be given approximately one hour to do the following:

1) List the key decisions which you wish to focus upon (8-10 such decisions if possible). Take time within your small group to develop this list and reach agreement on these areas.

2) List as many sub groups or role groups as possible that may, in some way, have input into these decisions. Do not discuss at this point how they might be involved but merely indicate what groups need to be listed on the matrix. Produce a list.

3) Develop a matrix on the butcher paper listing the key decisions on the left hand column and the key role groups on the right column. Title the columns in the chart, "Decisions" and "Role Groups or Decision Makers."

4) Read the key or code handout and discuss among yourselves the meaning indicated by each of the letters (e. g., I, C, A, Z, and blank space). If you have any questions please ask the facilitator. This code will be utilized with regard to the key decisions and decision makers you have filled in on your matrix.

5) "Chart" a decision by looking at each role group's relationship to that decision by use of the code. You are thus deciding how each role group participates in each decision. Place a letter in each column unless a blank response (may recommend or suggest) is deemed appropriate. Discuss differences within your small group concerning your perceptions of roles and influence patterns. It is normally easiest to determine first the z positions (may authorize) and then chart the other key actors. Not all groups need to be involved in all decisions.

VI. The facilitator may wish to circulate among the groups to help initiate the process and help resolve any hostile disagreements among group members. Since this exercise is quite new to many people, problem-solving becomes a key role for the facilitator.

VII. Upon completion of the task or a specified lapse of time, ask each group to post its matrix Allow 10 minutes for participants to review each other's matrices and interact.

VIII. The facilitator may conclude the exercise by focusing upon one or more of the following discussion items: a) usefulness of the exercise, b) application to the local field level, c) drawbacks to the procedure, and d) other ways of charting decisions and decision makers.

Special Notes/Instructions

This entire procedure is somewhat complicated and the facilitator may wish to "field test" it with a small group fo 3-4 people before undertaking it in the larger context of an inservice session or workshop. Review of the supplemental resources is highly recommended to gain a better understanding of the use of decision-making matrices.

Supplemental Reading/Resources

Cleary, J. W. "The Decision Matrix Technique," *Futurism in Education*. Berkley, Calif.: McCutchan Publishing Company, 1974.

Wallen, John L. "Charting the Decision Making Structure of An Organization," Portland, Oregon: Northwest Regional Educational Laboratory, 1970.

Warden, John W. "A Tool for Charting Decisions in Community Schools," Eugene, Oregon: Northwest Community Education Development Center, 1974.

Trainer Notes:

DECISION STRUCTURE CHART

Work Sheet

KEY

Blank space = recommend or suggest

I = must be informed

C = must be consulted

A = approval must be secured

Z = may authorize

? = role unclear at present

Decisions (to be filled in by reader)	**Various Units or Special Interest Groups** (to be filled in by reader)									

Community Education Interaction Exercises

Key Explained in Detail

Kinds of Influence a Position May Exercise on Decision Making

Code

Blank — **May Recommend or Suggest**
In a healthy organization any person should be encouraged to make recommendations to the person who can authorize action. Because this is assumed for all positions, the cell in the chart is left blank.

I = **Must Be Informed**
"I" means the position needs to know the result of a decision to take appropriate coordinating action. The "I" usually shows that a position will be affected by a decision or need to implement it.

C = **Must Be Consulted**
A "C" position must be given opportunity to influence the process of arriving at a decision by presenting information, demonstration or proof. The position is limited to persuasion in influencing the decision. The "C" position should be consulted early enough in the process that his/her information can genuinely make a difference in the final decision.

A = **Approval Must Be Secured**
An "A" position must be consulted and, in addition, may veto a proposed decision. Obviously, early participation of "A" is desirable because consultation earlier may reduce the possibility of a veto in the final stages. If an "A" position approves a proposal, this is a recommendation for the course of action. That is, the action may be taken but it does not have to be. If an "A" position disapproves, the proposal cannot be put into effect and must be altered to gain approval.

Z = **May Authorize**
To authorize is to issue a directive that triggers action. "Z" positions are held accountable for:

1. Seeing that proposals are initiated
2. Coordinating, i. e., insuring that "A" and "C" positions participate
3. Issuing directives to carry out the decision
4. Insuring that "I" positions are informed of the decisions

? = **Role Unclear at Present**
Really don't know how this person or groups of people might be involved, clearly an area that needs discussion.

Source: John Wallen, "Charting the Decision Making Structure of an Organization."

25. A COMMUNITY EDUCATION INTERAGENCY PUZZLE: A PIECE OF THE ACTION!*

Goals

I. To uncover and explore agency participant perceptions regarding their contributions to community education efforts.

II. To strengthen further agency cooperative efforts.

III. To build unity of effort through the joint undertaking of a common task.

Group Size

Twelve to twenty-five agency representatives who wish to focus upon cooperative interagency efforts.

Time

Approximately one hour.

Materials

I. One large (2' x 3' or larger) puzzle especially designed for this exercise. Puzzle can be made with a large poster-size picture glued to stiff cardboard. Picture should represent something significant to community education (young child, family, sense of community, sharing, etc.). The opposite side should depict the words community education in the center or top with plenty of room to fill in spaces. A visual design of some sort is also desirable. The puzzle will be pre-cut to accommodate the visual design (see illustration) so that each agency group will receive one piece of the puzzle. These pieces should be rather large (4" to 6") to allow room to write. Several puzzles can be made up in advance with a different number of pieces in each. Utilize only a puzzle that enables all participating groups to share one piece. (Puzzle can actually be cut on site to accommodate number of agency groups, but this is done in private to prevent participants seeing the end product.)

II. Large envelope to serve as container for puzzle parts.

III. Felt tip pens for each agency group (magic markers write too large).

IV. Glue or other substance if the facilitator wishes to keep the unified finished product.

Physical Arrangements

I. Small tables or movable desks are used for task groups.

II. There should be ample working space between groups so that one group discussion does not interfere with another.

The Facilitative Procedure

I. The facilitator explains that in community education every agency can have "a piece of the action." Indeed, it almost seems "puzzling" why agencies aren't more involved. The purpose of this exercise is to allow you, as agency participants, to share your views on your

*Developed by John Warden.

desired working involvement in this game called "community education." To help you do this we have a real puzzle to complete. (The facilitator may wish to show a piece of the puzzle). You will be divided into small work groups based upon your agency affiliation. Each agency group will receive one piece of the puzzle to complete the next task at hand.

II. At this point, the facilitator may wish to arrange participants in small work groups. Groups can be as small as two or as large as six to eight people. If the facilitator does not know the number of agency groups or their approximate size, time should be taken to arrange these details now. The end result should be a clustering of people who represent the same or similar professions of work (e. g., extension staff, health workers, teachers, employment personnel, municipal government). At this time, please check to see if you have exactly the right number of puzzle parts to accommodate the newly formed groups.

III. Once again the facilitator notes the importance of involving all agencies in a cooperative effort in community education. He/she then asks each group to write on its puzzle part the kind of role or services which the agency can contribute to the total community education picture. How do you wish to be involved? What do you have to offer to the total picture? What strengths might you share with others? All such questions should be directed toward getting agency representatives to think about their role in relationship to community education. Groups should write their response statements in key phrases or single words on the back (opposite the poster picture) where there is sufficient blank space. When the puzzle is assembled all written material from the participants should be on the opposite side of the poster picture. In this way, the facilitator can then turn the puzzle over and reveal the unifying theme (small child, family, etc.).

IV. Allow small groups approximately 15 minutes to discuss their role and contribution to community education. Make sure each group records the key highlights on the puzzle piece. Ask all groups to select a representative to explain their position to the larger group.

V. Take a short break and then reconvene the large group and permit each representative to explain their findings in a 2-3 minute talk. Have representatives hold up their piece of the puzzle for all to see.

VI. At the conclusion of the presentations ask the representatives to assemble in a common meeting place. Inform them that it is now time to put the puzzle together as one large group. The manner in which this is done is left to participant representatives.

VII. If the puzzle is put together with the poster theme face down, turn it over at the conclusion and share it with everyone.

Variations

I. Use an already existing large size puzzle made for children.

II. Puzzle can also be made from poster board or stiff art paper and actually cut at the gathering once groups have been formed.

III. Use of a "balance sheet" rather than a puzzle may prove valuable. Have small groups list both the "gives and gets" of the relationship on large butcher paper to share with one another.

Special Notes/Instructions

Preplanning on this exercise is a necessity. Consider "field testing" with a small group of people to gain their reactions and to determine changes needed.

Supplemental Reading/Resources

See references listed in "Successful Interagency Relationships: What Makes It So?"

Trainer Notes:

SELECTED SOURCE OF INFORMATION ON COMMUNITY EDUCATION

FEDERAL COMMUNITY EDUCATION CLEARINGHOUSE
Informatics, Inc.
6011 Executive Boulevard
Rockville, Maryland 20852
(800) 638-6698 In Maryland (301) 770-3000

CHARLES S. MOTT FOUNDATION
Mott Foundation Building
Flint, Michigan 48502
(313) 238-5651

NATIONAL CENTER FOR COMMUNITY EDUCATION
1017 Avon Street
Flint, Michigan 48503
(313) 238-0463

NATIONAL COMMUNITY EDUCATION ASSOCIATION
Suite 536
1030 15th Street, N. W.
Washington, D. C. 20005
(202) 466-3530 (800) 424-8874

COMMUNITY EDUCATION PROGRAM
USOE
ROB 3, Room 5622
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-6691

REACTION FEEDBACK FORM

1) What particular exercises have you found valuable and why? (list specific number or name)

2) What exercises have been of questionable value? (list specific number or name)

3) Do any exercises need further clarification/changes? (list specific problems)

4) Comments on *format* of the collection:

5) Comments regarding *future* improvements:

6) Examples of how you've utilized the exercises:

7) Other comments:

RETURN: Mid-Atlantic Community
Education Center
216 Ruffner Hall
School of Education
University of Virginia
Charlottesville, Virginia 22903

NEW EXERCISE ADDITIONS FORM

Now that you've had a chance to review these exercises, you may be saying, "So what, I've done similar exercises." Well, we'd like to learn about those exercises! Indeed, we may wish to print them in a "Tons of Community Education Interaction Exercises" (volume 2). If you've developed such material, we're interested. Just complete the exercise in a format similar to those in this collection and return it to the address below. Your help may insure the publication of another collection. Sit down and do it today: Proper credit to contributors will be given.

Name of Exercise:

Goals:

Group Size:

Time:

Materials:

Physical Arrangements:

The Facilitative Procedure:

Variations:

Special Notes/Instructions:

Supplemental Reading/Resources:

Your Name/Address/Phone

RETURN TO: Mid-Atlantic Community Education Center
216 Ruffner Hall, School of Education, University of Virginia
Charlottesville, Virginia 22903

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